

School Improvement Planning Returns to Local Authority (2019 - 2020)

School: St Teresa's RC Primary

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims School Statement

The Mission of St. Teresa's Roman Catholic Primary is to:

- ✚ Ensure that Jesus Christ and the Gospel values are central to the life of our community of faith and learning, providing a happy, safe and supportive environment, where everyone is valued and treated with courtesy.
- ✚ Provide an inclusive ethos which inspires a climate of tolerance and respect, and encourages all to develop a sense of responsibility for themselves, others and the world in which we live.
- ✚ Encourage every member of the school community to pursue their unique talents to the best of their ability and to strive towards excellence.

The things we value most in St Teresa's are:

Loyalty Honesty Respect Friendship Tolerance Co-operation Responsibility Fairness Effort Achievement Kindness

Our aim is for our whole school community to become:

Successful Learners

Confident Individuals

Effective Contributors

Responsible Citizens

We will work together to be the best we can be in all we say and do. We will help and support each other and our brothers and sisters in the wider community. We will strive to make our world a better place.



Review Date: September 2019

Review Activities (as appropriate)

Review Activities): We will consult with all our stakeholders, Pupils, Pupil Council, Parents, Parent Council, Teaching and Non-Teaching Staff, Our local Community, Our Parish Community and our learning partners, to ensure that our vision values and aims statements represent the views and opinions of all members of our community, collected and collated through discussion, questionnaires and surveys and all equally valued.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Raising attainment in Literacy and Numeracy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the Attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School Improvement</p> <p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Performance Information</p> <p>HGIOS? 4 / HGIOELC? QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.7.3.1 3.2 3.3</p>	<p>Pupil achievement is, in the main, in line with teacher expectations and for most children in line with national expectations. Accelerated Reader programme is proving to be successful not only in increasing the enthusiasm for reading across P3-P7 but also the fluency and comprehension of the majority of pupils. It has proved to be a great motivator and additions to the school library are enthusiastically received by pupils. The availability of the library to pupils in its new area has given far more opportunity to access books. In the main pupils are choosing to focus on fiction, and there now has to be more opportunities and encouragement for pupils to have access to different genres. Pupils are much more focused on comprehension and we have seen improvement in all year groups. They are more able to discuss texts and are keen to share their opinions and accounts of what they are reading.</p> <p>Teachers are becoming more familiar with SNSA data and most pupils have achieved within expected standards. The decision to administer the tests in term four has meant that we have not accessed the diagnostic capabilities to its full potential this year but next year we will administer tests for P4 and P7 at the end of term one, and staff will access more training on the analysis of date prior to this. We did not continue with INCAS this year and staff feel that it would be beneficial to still have a standardised assessment in the years not covered by SNSA so this will be identified and implemented next session.</p> <p>Teacher training in Talk4writing was delayed due to the availability of places at the conferences. Training has been accessed for upper primary staff in June of this year but for infant staff this has been</p>	<p>Further training is required in analysis of data especially for newest member of staff.</p> <p>Need to replace INCAS with another form of standardised testing especially for the year groups not covered by SNSA</p> <p>Build up school library in terms of non-fiction, poetry and play scripts.</p> <p>Change schedule for the administration of SNSA</p> <p>Need to complete training in Talk4writing for all staff.</p> <p>Increase opportunities for parents to engage with their child's learning and the wider school curriculum</p> <p>Continue to focus on increasing pace of learning for certain pupils.</p>

	<p>delayed until September. Focus work with some pupils has been effective and we are seeing improvements in the quality of writing especially in terms of Personal writing, functional writing and account writing. The focus for next session will initially be imaginative writing. Staff will work together to plan and share learning.</p> <p>Pupils have benefitted from more opportunities outwith the classroom to increase their experience of the wider world. PEF money has enabled us to do this without excessive financial burden on families. Parents are beginning to be more willing to take part in activities with their children and are showing more confidence in sharing their own expertise with the school. This will be built on next session and we hope to have more success in encouraging the parents to engage with curricular evenings to give them the tools, especially in STEM subjects, to help their children at home.</p> <p>Increased level of Learning Assistants has benefitted all pupils through ensuring that learning is not disrupted and teachers can spend more time teaching rather than constantly having to focus their attention on certain pupils. The school is much calmer and pupils are more motivated to complete tasks quickly and well. The pace of learning is increasing across the school.</p>	
<p>School Priority 2: Raising Attainment in Numeracy</p> <p>NIF Priority Improvement in Attainment particularly in numeracy and literacy</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver School Improvement</p>	<p>New core resources have been purchased to support the teaching of Numeracy and Maths. Teachers continue to familiarise themselves with the materials and the most appropriate use of these. Although some aspects have been trialed this session the roll out for the use of these will be in the next school year, when all pupils will benefit from a more coherent programme of study. SNSA data from last year has shown gaps in learning which have been addressed in both classes. We continue to incorporate numeracy into real world situations to make learning more engaging for pupils, and links across the curriculum are a focus for next session.</p> <p>In the senior class, the continuation of the “Multiplication League” has kept the pupils focused and enthusiastic about mental maths throughout the year and pupils are keen to practice tables and number bonds to ensure their progress up the league. All pupils have experienced success in this and this has led to an increase in pupil confidence and an enthusiasm for number work. Next session there will be a change in staffing in the upper primary but it is hoped that approaches in place can be maintained and built on.</p> <p>Less parents than we would have hoped have engaged with learning</p>	<p>Full implementation of new resources across all levels.</p> <p>Improve interpretation of Data from SNSA and review time of year for the administration of these.</p> <p>Look for more opportunities to incorporate maths and numeracy into meaningful activities for pupils.</p> <p>Ensure continuity of learning with change of staff.</p> <p>Increase opportunities for parents.</p> <p>Increase accessibility of i-pads and focus on using these to their full potential.</p>

<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Performance Information</p> <p>HGIOS? 4 / HGIOELC? QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.7.3.1 3.2</p>	<p>opportunities across the year groups but we will continue to offer these and involve the children more in the delivery. Our parents respond best when the children are taking part in activities. Learning conversations across the year have increased parental knowledge of what and how their children are doing at school and there has been a high uptake from the parents with almost all parents engaging with this in both classes.</p> <p>I-pads have been introduced to the classes but at present we are finding the use limited due to the restrictions on their use imposed by the Education department. The lack of access to wifi restricts use and restrictions on permissions mean that teachers cannot install apps or e-books on them even if they take them home access their personal wifi. The current range of apps is restrictive but can support mental maths. It is hoped that this will be resolved next session with the roll out of Wifi access. We would hope to increase the supply of i-pads so that a core number could be permanently based in each class which could be used across the curriculum, giving the pupils access to technology not readily available to a large number of them.</p> <p>Teachers have re-evaluated and amended our current programme of study in Maths and Numeracy and will fully implement this next session.</p> <p>We have taken part in three cluster moderation events across the cluster and these have proved very beneficial in sharing teacher understanding of achievement of a level and providing wider collegiate contact. Most staff have contributed to the Numeracy newsletter produced by St Joseph's College.</p>	<p>Find other online resources for pupils to engage with. eg Sumdog</p> <p>Staff to implement updated programme of study.</p> <p>Continue to engage in moderation events across the cluster and increase frequency of moderation activities within school.</p>
<p>School Priority 3:</p> <p>RERC</p> <p>NIF Priority</p> <p>Improving children and young people's health and wellbeing</p> <p>NIF Driver</p>	<p>Pupils have prepared and led the liturgy in a variety of liturgical celebrations across the year including school and parish masses, stations of the cross, a passion play, nativity and assemblies. All children keenly participate and show a depth of understanding appropriate to their age and stage of development. The main focus this year has been on Christianity as all pupils within our school community are of the Christian faith or none at the present time. We now need to develop a calendar of other faith celebrations and festivals throughout the year. Liturgical colours are displayed on class altars at the appropriate times across the school year and pupils are reminded of these.</p> <p>We have seen an increase in the number of parents and members of our wider community who attend liturgical celebrations within the school and the pupils are beginning to offer hospitality following</p>	<p>Develop a calendar of other faith celebrations and festivals throughout the year.</p> <p>Pupils to offer hospitality following liturgical events.</p> <p>Advertise events more widely through Parish bulletin.</p> <p>Increase pupil participation at Parish masses.</p>

<p>Parental Engagement</p> <p>Assessment of children's progress</p> <p>Teacher Professionalism</p> <p>HGIOS</p> <p>? 4 / HGIOELC? QIs:</p> <p>1.3 1.4 2.1.2.2 2.5 2.7 3.1</p>	<p>events. All events are published on school sites but we must try to have them published more widely through the parish bulletin. It has not been possible to maintain a link between the Parish website and school sites due to technical problems in the parish. This will be revisited when a new Parish website is established.</p> <p>Pupils are enthusiastic to take an active role in liturgical events and we look to increase our number of altar servers in the coming year. Pupils are enthusiastic readers and welcomers and are showing a growing presence within the parish community.</p> <p>Mini Vinnies group has yet to be established but this will be carried forward to next session.</p> <p>Participation in Pope Francis faith awards has been less than we would have hoped mainly due to the number of pupils in the upper year groups and their willingness to take part. Change of staff and increased pupil numbers will also promote more active participation in the next session.</p> <p>Cluster Mass on the occasion of the visit of the icon of Jesus the Teacher was well prepared and an effective way of bringing the cluster together. This will be continued annually with the main celebration next session being the visit of the relics of St Teresa in September 2019. All schools in the cluster will work together and contribute to this.</p> <p>We have worked to establish links with the SVDP group in the parish which has been mutually beneficial with the school helping to resource and fund the group who have in turn helped some families within our school community.</p> <p>P7 joined other P7 classes in our deanery to take part in a pilgrimage to St Ninian's cave in Whithorn. All primary 7 classes contributed to the liturgy in some form and it proved to be a good spiritual occasion as well as an effective transition activity with pupils making links with others who will be in their classes when they move to secondary school</p>	<p>Establish Mini Vinnies group.</p> <p>Preparation for the visit of the Relics of St Teresa as a cluster celebration.</p> <p>Continue to build links with parish groups.</p>
<p>School Priority 4</p> <p>Health and Wellbeing</p>	<p>Pupils have had access to a specialist PE teacher at all levels and have improved their skills and physical fitness through a range of experiences and outcomes. They have participated in a variety of sporting festivals and competitions at cluster and regional levels including curling, lacrosse, tennis, football, athletics, badminton and cross country. All classes have had access to quality sports activities both after school and through lunchtime clubs and the majority of pupils have participate in more than one of these throughout the session. We have experienced success in cross country, sprint relay</p>	<p>Continue to provide specialist input for PE</p> <p>Promote a variety of sports and activities which help to maintain health and physical fitness</p> <p>Engage with Active Schools to provide taster sessions from local</p>

<p>NIF Priority</p> <p>Improvement in children and young people's health and well being.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver</p> <p>Parental Engagement</p> <p>School Improvement</p> <p>Assessment of children's progress</p> <p>Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>1.2 1.4 1.5 2.2 2.5 2.6 2.7 3.1 3.3</p>	<p>and lacrosse mainly this session. All senior pupils have participated in the i-bike programme and now all are able to confidently ride a bike. This was celebrated in a class trip to Millport where almost all pupils succeeded in cycling round the island. Pupils are now more able to identify and discuss their own strengths and development needs. Pupil successes in a variety of activities are celebrated at our weekly assemblies and pupils are excited to share what they have been engaged in with their peers. Careers week is now established in our annual calendar and will continue forthwith. Pupils are beginning to see a wider range of opportunities open to them to improve the quality of their lives in the future. Pupils are aware of internet safety and how to keep safe on line. This however is an ongoing requirement and will be addressed regularly. They have focussed on how to keep their bodies healthy through good nutrition, sleep and exercise. We will now begin to focus on emotional wellbeing next session We have been unable to complete work to be done on healthy eating to the depth intended so this will be carried forward in its entirety to next session</p>	<p>clubs and groups.</p> <p>Train staff member in Bikeability to continue the work of retiring member of staff.</p> <p>Focus on emotional wellbeing.</p> <p>Carry forward planned work on healthy eating to next session</p>
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2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

This year the majority of the PEF funding has been used to increase levels of staffing in a variety of different ways. Behavioural issues within the infant class were detracting from the quality of teaching due to the level of disruption in the class. The increased LA hours, for a member of staff who had experience in behavioural matters has given support for vulnerable children and also given the class teacher more time to spend working on focus groups within the class. Extra support for out trainee teacher from experienced staff has up skilled her and as a result almost all of the children within the class have made good progress across the curriculum.

Provision of teaching support (0.1fte) has given support in literacy to groups of children across year groups with the emphasis on writing. The pupils selected have received more intense 1-1 support for short blocks of time and also the P1 pupils have received intensive phonic support from a very experienced teacher who has worked in conjunction with our trainee again providing ongoing enhanced training. Pupil achievement in writing has shown a solid improvement both in quality and the length of written work. Writing has also benefitted from the out of school experiences all pupils have received due to the funding of busses enhancing the writing of reports, accounts and personal writing.

A member of staff has now been trained in Talk4writing with the other member of staff due to undertake training in September . This new approach coupled with the increased opportunities for pupils to access the local community and the wider world is enhancing the teaching and achievement in writing.

Provision of specialist support for PE has ensured that all pupils can access the full range of experiences and outcomes and are able to participate competitively in a number of sports. This has been supported by the provision of afterschool and lunchtime clubs provided by Active schools and Lets Get Sporty. This has given children access to free clubs and activities within the area and has been well supported by both classes. Although priority was given to PEF children the groups were then open to other children to fill the class.

Maths resources to support a more active approach to maths and numeracy have been purchased. Staff are at present becoming familiar with the resources and trialing certain aspects with a view to full implementation in the new session.

The purchase of i-pads to give pupils experience of working with new technology which might not be available to them at home. The impact of this has been limited as yet due to connectivity issues. Hopefully these can be resolved soon to enable us to harness the full capabilities of the equipment.

Continuation of Accelerated reader has shown consistent good results in the promotion of reading for pleasure and the development of comprehension skills. The staff are now much more confident in the interpretation of data from this and able to table interventions as required. Further resourcing of the school library has engaged the pupils and provided an excitement in reading new texts. The overall quality of books provided within the library has been greatly improved and is helping to instill a desire to read in the children. Further resourcing is still needed especially in terms of a variety of genre.

Provision of additional resources for the playground area gives the children access to a variety of games and experiences and is promoting co-operation and resilience within the playground. We have seen a marked decline in the number of playground incidents since this resource has been made available to the pupils. Responsibility for the care and distribution of the items is having a good social effect on pupils in the senior class who take responsibility on a rota basis.

	<ul style="list-style-type: none"> • Lessons are well planned and designed to meet the needs of pupils at an individual level. • Explanations and instructions are clear and teachers use a variety of approaches to cater for the learning styles of pupils. • Questioning is of a high standard and employs higher order thinking skills where appropriate. • Feedback is used effectively to allow pupils to understand how they are doing and what they need to do to improve. • Teaching staff have a good understanding of interpreting data and using findings to advise next steps. • Teachers use a variety of assessment approaches to allow pupils to demonstrate and share their learning. • Planning is manageable and caters for the individual needs of pupils including those with additional challenges e.g Looked after and those living in poverty. • Pupil progress is tracked and strengths and difficulties shared and reflected upon with pupils and parent/carers. 	<p>data.</p> <ul style="list-style-type: none"> • Review of planning and reporting to parents • More opportunities should be provided for children to show creativity in the use of digital technologies. • Engage with RAISE team to ensure pupils have increased experience of STEM subjects. • Appropriate CPD for staff to ensure competence in use of some aspects of digital technology. • Develop use of digital technology across the curriculum. • Review assessment activities and relate these more closely with Benchmarks 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Positive relationships across the school community. • All pupils are included, engaged and involved in the life of the school. • Promotion of the principles of SHANARRI • We celebrate success and diversity • Most pupils are making consistent progress across levels • Pupils are encourage to take part in decision making and express views and opinions • Pupils are confident and responsible in the use of technologies and staying safe on-line. • Strong focus on Health and Wellbeing and promotion of healthy life choices. • Family atmosphere where pupils can be 	<ul style="list-style-type: none"> • Focus on equality and inclusion and provide pupils with experiences out with their locality. • Develop and support emotional literacy in all pupils. • Promote further family learning and offer shared learning opportunities to the whole school community. • Support parents in maths and the use of digital technology and provide afterschool access to aid in the completion of homework tasks. • Set up homework club for pupils who struggle with tasks at home. • Provide targeted support to most disadvantaged pupils especially in relation to writing. 	5

	<p>treated as individuals and supported by staff and peers.</p> <ul style="list-style-type: none"> • Pupils encouraged to accept responsibility and strengthen independence skills. • Child protection and pastoral support is of a high standard • Established partnership working with universal services. • Progress in effective use of assessment data, tracking and monitoring • Improvement in communication with parents • Pupils with additional support needs and well supported and are achieving. 		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<ul style="list-style-type: none"> • Pupils and successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. • Most pupils making consistent progress across levels • Staff engagement in developing effective use of data • In most year groups pupils are achieving in line with or above national and authority averages. • We have raised attainment for all pupils and are focusing on most disadvantaged children to work towards closing the attainment gap. <p>*****</p> <ul style="list-style-type: none"> • ELC follow same pathways as the primary school ensuring continuity of learning across the level. • Teachers work collaboratively across early level and transition arrangements support pupils in moving into Primary. • Strong links ensure prior learning is shared and built on. • Parents take an active role in their child's learning and almost all engage with shared workshops, activities and outings on a regular basis • Pupils are happy, well cared for and 	<ul style="list-style-type: none"> • Continue to develop effective use of data. • Continue work to strengthen tracking system to encompass all areas of the curriculum especially STEM subjects • Give pupils access to a wider range of learning experiences especially in science, technology and computing. • Target support to most disadvantaged children. • Provide more opportunities for experiential learning. • Continue to closely track and monitor pupil progress and target support as required. <ul style="list-style-type: none"> • Move to having a Nursery Manager. • Transition to new staffing regime will require closer liaison and monitoring during initial stages. • Integration of ELC staff into the wider school community • Review of transition programme. 	<p>4</p>

	<p>achieving</p> <ul style="list-style-type: none"> • Pupils benefit from a planned, well-resourced and active curriculum which embraces the natural world and places high value on outdoor learning. • Pupils can demonstrate good progress through conversation and evidence in plp's • ELC pupils have been included is a number of initiatives supported by PEF including access to PE specialist, increased LA time and support for pupils to address the poverty gap. 		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • We support children to build on prior learning and ensure appropriate progression. • We strive to build ambition in all children and to give them knowledge of opportunities and experiences open to them. • Learning pathways are based on experiences and outcomes and the seven design principles and take note of the locality and the need for pupils to experience the wider world. • All children have access to high quality outdoor learning experiences. 	<ul style="list-style-type: none"> • Create more opportunities to engage families in learning. • Further develop learning pathways and progression frameworks • Continue to promote skills for learning life and work, raising aspirations and widening choice for learners. • Provide more opportunities for creativity in learning. 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> • Parents have benefitted from the implementation of twice yearly 'Learning Conversations' enabling them to be more informed of their child's progress and to be more able to contribute to their learning. • Separating of year group Learning conversations enables parents to focus on one child at a time. 	<ul style="list-style-type: none"> • Provide training and workshops to build confidence in parents/carers to support pupils both within and out of school, and to enable them to engage more fully in their child's learning, attainment and achievement. • To further develop parent voice in the day to day running of the school. • To continue to develop partnership work with all stakeholders based on mutual trust and respect, for the 	

	<ul style="list-style-type: none">• As more parents have become involved in Parent Council they are more aware of the life and work of the school and how they can contribute to it• Improved communication with parents through social media, school app and digital communication has increased information reaching parents and enabled them to respond in a more appropriate way depending on their needs and preferences.•	<p>benefit of all learners. To increase parental involvement in shaping policy across the school.</p> <ul style="list-style-type: none">• Develop and launch school Glow Blog to which parents and carers can contribute.
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3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Raising Attainment in Numeracy and Literacy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Teacher professionalism</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance information</p> <p>HGIOS?4 / HGIOELC QIs 1.1 1.2 1.3 1.5 2.1</p>	<p>Pupils achieving and progressing through levels in line with national expectations.</p> <p>Evidence of attainment gap closing for pupils, especially those in deciles 1 & 2.</p> <p>Increased parental engagement leading to greater support for pupils both at home and in school.</p>	<p>Enhance and consolidate opportunities in reading and writing and Numeracy for all pupils through:</p> <ol style="list-style-type: none"> 1. Continual analysis of SNSA and Accelerated Reader data to advise next steps in learning and planned interventions where appropriate. 2. Re-assignment to P4 and P7 SNSA delivery to November each year. 3. Monthly moderation activities carried out either at school or cluster level and participation in collaborative events across our family of schools. 4. Full implementation of Talk4writing across all levels following planned CPD for both class teachers. 5. Establishment of a Film Club to give pupils access to a variety of genres, which they can review and evaluate to enhance critical thinking, encourage reading and support future writing activities. 6. Provide further opportunities for pupils, especially those identified in SIMD 1&2 to access the wider world and provide experiences to enhance writing. 7. Full transference to and 	<ol style="list-style-type: none"> 1. Liaise with Education department to provide further training for staff in the interpretation of Data from SNSA in term 1, to review current data and to prepare for Assessing P4 and P7 in early term 2. (2 Collegiate sessions) 2. Provide Termly moderation sessions across the cluster focusing on Numeracy, literacy and Holistic Assessments (3 Collegiate sessions), and fortnightly inclusion in Staff meetings to develop staff confidence. Provide 2 Opportunities in the year for teachers to visit a similar class in a partner school. HT to provide cover. 3. P1/3 teacher to attend Talk4Writing Training in September (PEF £195) 4. Film Club to run Monthly in conjunction with Into Film. Provide relaxed seating and transport to Into Film Festival in November. (PEF £300) 5. Parent and child educational excursions to support writing x3/class PEF £2000. 6. Provide additional LA support within class. PEF £5000 7. Teacher Planning in Numeracy to

<p>2.3 2.5 2.6 2.7 3.1 3.2</p>		<p>implementation of Active Maths resources purchased last session. 8. Enhanced mathematical experiences relating to the real world and learning across the curriculum. 9. Additional classroom support for pupils to address the attainment gap. 10. Further development of the school curriculum plan in numeracy and literacy and review of teacher planning templates. 11. Engagement with parents to enable them to support their children more fully through shared approaches and review of the current homework policy</p>	<p>reflect both the use of new resources and the increased frequency of numeracy across the curriculum. HT to monitor 8.Review of curriculum plan and teacher short term planning (2 Collegiate sessions) 9.Attempt to engage parents in curriculum nights using pupils to demonstrate a range of activities across the curriculum. (2 Collegiate session for planning in term 1 and Term3) 10.Review and update Homework policy across the school. (1 Collegiate session)</p>
<p>School Priority 2 Health and wellbeing</p> <p>NIF Priority Improvement in children and young people’s health and wellbeing</p> <p>Closing the Attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Assessment of Children’s Progress</p> <p>Parental Engagement</p>	<p>Pupils have greater opportunity to engage in all aspects of Health and wellbeing and are able to make healthy life choices.</p>	<p>Pupils engage in opportunities and activities to support emotional wellbeing.</p> <ol style="list-style-type: none"> 1. Staff engage in CPD reading and activities to engage in current research in emotional literacy. 2. Engage in training from colleagues in Health and other appropriate agencies. 3. Use of GL Assessment – Emotional Literacy with focus group of children in each class. 4. Provide activities which will enhance:- Self Awareness, Empathy, Self-regulation, Motivation and Social skills 5. Provide taster sessions in Yoga and mindfulness. 6. Ensure class and school display reflect emotional intelligence. 7. Set up focus group for parents 	<ol style="list-style-type: none"> 1. Work with colleagues to gain fuller understanding of emotional literacy and hoe to support it in the classroom. (Ongoing CPD) 2. Provide assessments (PEF £120) and ensure staff are aware of interpretation of data.(2 Collegiate sessions Term 3) 3. Teachers plan for and provide classroom activities focusing on a variety of aspect of Emotional Literacy. 4. Liaise with the community and ActiveSchools to provide taster sessions (PEF £200) 5. Work with Parent Council to encourage the wider parent community to engage in focus groups.

<p>School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 1.2 1.4 1.5 2.2 2.5 2.6 2.7 3.1 3.3</p>		<p>More pupils involved in physical activity both within and out with the school day.</p> <ol style="list-style-type: none"> 1.Specialist teacher support to ensure full coverage of experiences and outcomes which can be revisited by class teachers. 2. Enhanced experiences and access to after school clubs provided by Active Schools and parent volunteers. 3. Continued promotion of Daily Mile within the school. 4. Staff to provide Bikeability training and cycle safety training. Continued engagement with i-bike programme to support parents. 5. School community to celebrate success at individual and school level through more effective communication using a variety of media. 6. School staff to engage with CPD activities to enhance learning opportunities for pupils. 7. School to work towards retaining Gold Sports Scotland Award. 8. Pupils to engage with a variety of friendly and competitive sporting events throughout the year. <p>Improve and sustain opportunities for all pupils to engage in Healthy eating and good food choices.(Carried forward from last year)</p> <ol style="list-style-type: none"> 1. Focus on health eating and engage with parent community, with support from partners in health, to provide guidance and suggestions for affordable and nutritional alternatives for lunches and snacks. 2. Engage in joint enterprise activity to compile School/Parish recipe book to share with wider community. 3. Continue with gardening projects and encourage more parents to take part along with their children. Growing fruit and vegetables which can be used in 	<ol style="list-style-type: none"> 1.Provide specialist Support in the delivery of PE and general fitness. 0.1fte PEF £4500 2.Liaise with Active Schools to provide all pupils with access to a variety of sports and activities. Providing lunchtime or afterschool clubs open to both classes. PEF £600 3.Encourage parents to engage with i-bike programme to increase their own skill level and work towards becoming trainers. 4.Continue to engage with Daily Mile. 5.Staff access CPD Directory 6. Re-establish Sports Council within the school to work towards retaining Gold Sports Award. Teacher in senior class to lead. Work with cluster and across local schools to take part in a variety of sporting challenges. <p>*****</p> <ol style="list-style-type: none"> 1.Arrange Parent information evening and create opportunities for pupils and parents to cook together with support from health and local chef. 2. Pupils have more opportunities to engage in food preparation. PEF £400 to provide ingredients 3. Establish Working party to compile book of family recipe's which will be printed and sold prior to the end of Term 2. (Initial printing costs to be covered by PEF but as this is an enterprise activity all costs should be recovered.)
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		<p>cooking both at school and at home.</p> <p>4. Provide replacement greenhouse, outside tap and Water butt to support gardening activities.</p> <p>5. Liaise with outside agencies such as Community Payback to support the work of the staff and pupils.</p>	<p>Mrs Anderson (Volunteer) to continue to work with pupils and take lead in all gardening activities. Replacement greenhouse has been sourced from a school which is closing but replacement glass/Perspex is required. Install outside tap and electrical socket</p> <p>Purchase Water Butt (PEF £1000)</p>
<p>School Priority 3 STEM</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children's progress</p> <p>HGIOS?4 / HGIOELC Qis</p>	<p>Pupils have increased experience of and access to science, technology, engineering and mathematics education and its application in real world situations.</p> <p>Pupils have increased opportunities for creativity and creative thinking.</p> <p>Pupils engage with the wider community</p> <p>Parents have access to resources and activities to enhance pupil learning at home.</p>	<p>Review current position, programmes of study and resources and up-date as required</p> <p>Computing</p> <p>1. Liaise with Secondary school regarding minimum experience and expertise required by the time pupil moves to first year.</p> <p>2. Provide all pupils with access to a variety of technology including i-Pads</p> <p>3. Engage with RAISE team to provide CPD opportunities for teachers in Coding, use of Green Screen and video editing</p> <p>4. Focus on digital literacy ensuring pupils remain safe when working online both at school and at home.</p> <p>5. Establish digital leaders both in school and in afterschool activities who will have responsibility for updating school blog/App and creating school year book.</p> <p>Pupils have access to online resources such as Scratch and Tinkercad to develop coding skills</p> <p>Pupils to have access to, and be able to use a 3D printer.</p> <p>Design technology</p> <p>Review resources and procedures for use of basic tools</p> <p>Ensure all IDL includes opportunities for design/make</p> <p>Provide pupils with materials to play</p>	<p>1. Staff review current practice and levels of expertise across STEM subject. (2 Collegiate sessions)</p> <p>2. Liaison with secondary colleagues in term 1. Digital leader identified from within staff to work across cluster. Implement the use of i-pads especially with pupils who do not have access to a tablet at home.</p> <p>3. Focus on using i-pads initially for taking photographs and videos to enhance presentation of work.</p> <p>4. Liaise with RAISE Team to upskill teachers in a variety of subjects. (2 Collegiate sessions plus CPD activities)</p> <p>5. HT to work with pupil Digital Leaders to up-date App/schoolBlogg on a regular basis and to work towards producing a Yearbook by June 2020</p> <p>6. Liaise with St Josephs to give senior class experience of the use of a 3D Printer and investigate the possibility of fund raising to provide one within the school.</p> <p>1. Provide additional resources for technology activities PEF £2000</p> <p>2. HT to monitor planning</p> <p>3. Liaise with local construction company and parent community to</p>

		<p>creatively and construct within the playground.</p> <p>Work towards achievement of Green Flag through Eco/Schools Keep Scotland Beautiful Focussing on Litter, Health and Wellbeing (Developing outside spaces) and Food and Environment</p>	<p>provide an area in the playground where pupils can build and create during play</p> <p>1.Work with parents, pupils and local community to re-establish eco-committee to take this forward. One member of staff to lead project. 2.Enhance playground with opportunities for imaginative play.</p>
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<p>School Priority 4 RERC</p> <p>NIF Priority Improving children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement Assessment of children's progress Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>1.3 1.4 2.1.2.2 2.5 2.7 3.1</p>	<p>We will demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person made in the image of God.</p>	<ol style="list-style-type: none"> 1. Review school/cluster policies to ensure all pupils, and pupil voice, is valued and that Gospel values are promoted. 2. Review effectiveness of school policies and procedures in anti-bullying. Anti-racism, anti-sectarianism equal opportunities and the promotion of human dignity taking account the views of all stakeholders 3. Promote further the participation of pupils in a variety of groups – Pupil Council Mini-Vinnies Pope Francis Faith Awards Parish Wednesday Club 4. Assess the effectiveness of the teaching of God's Loving Plan in relation to promoting the gospel values in relationships. 5. Introduce the use of new SCES resources in Equalities and Inclusion. 6. Ensure our programme of study encompasses the major festivals and celebrations of other world religions and promote visits to places of worship. 7. Provide more opportunities to develop pupil leadership on groups and 	<p>Work with cluster to review policies and ensure a consistent approach. (HT to liaise with other schools)</p> <p>Review school policies on anti-bullying, racism, sectarianism at staff meetings, pupil council, Parent council. (3 collegiate sessions)</p> <p>Produce school calendar with all groups schedules for the year. (HT)</p> <p>Review God's Loving Plan as a staff and ensure all children are accessing the teaching from this.</p> <p>Both classes to use new resources on equality and inclusion in term 3</p> <p>Establish celebrations of at least 2 world festivals over the year as a whole school.</p> <p>Produce questionnaires to be distributed to all stakeholders and form focus group to review completed data.</p>
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