Strategic Overview of St Louise Primary Improvement Plan Priorities

Session: 2022/23

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

Strategic Priorities 3 Year Cycle

Year 1 - 2022-23	Year 2- 2023-24	Year 3 - 2024-25
• Curriculum (Literacy – Writing) • Health and Wellbeing • General (STEM/Science) • Developing in Faith (Promoting Gospel Values)	• Curriculum • Health and Wellbeing • General • Developing in Faith	• Curriculum • Health and Wellbeing • General • Developing in Faith

Strategic Priority 1: Curriculum (Literacy – Writing)	Outcomes	Measures
• Develop Whole School Curriculum Rationale • Raise attainment in writing at P4-7 with a review of the whole school writing programme and assessments • Learning discussions re-instated and focused on termly	• Whole school writing programme used consistently across P1-7 • Planning better supports greater consistency in the delivery of quality learning and teaching and brisker progress towards achieving the benchmarks. • Attainment in writing improves by 2-5% across P1, P4 and P7 combined. • Increase in levels of professional discussion in relation to attainment and moderation activities within school. • Whole school curriculum rationale developed and shared with stakeholders.	• Class/peer monitoring and observations • Writing jotters • Writing assessments • SNSA results • TJ • Writing attainment results • Staff/Pupil/Parent/Carer Feedback
Strategic Priority 2: Health and Wellbeing	Outcomes	Measures
• Tracking and monitoring of learners' engagement and wellbeing using the Leuven scale • Increased opportunities for pupil voice through leadership teams and responsibilities • Continue to develop outdoor learning opportunities and engagement	• Our young people are able to socialise appropriately with peer groups and in other social situations • Leuven scales of engagement and wellbeing are maintained and improved on. Over 90% of all pupils have a score of 3 or above. • Pupils are involved in leading school improvement. • Outdoor learning is used to enhance the delivery of lessons. • All staff and pupils promote positive behaviour using restorative practices, promoting respect for all, using buddy systems and various strategies to encourage these.	• Records of incidents and reflective plays • Observations • Staff/pupil/parent/carer feedback • Leuven scale results • Leadership teams • Consultation jotters • Observations • Twitter feed • PPRUDB resources used • SSA feedback
Strategic Priority 3: General (STEM/Science)	Outcomes	Measures
• Develop STEM opportunities across the school • Implement new SLC Science planners • Focus on Skills for Learning, Life and Work	• SLC Science planners are implemented across P1-7 • STEM opportunities are explored and shared at all stages • Financial education week incorporates world of work theme • Learners can describe their skills and how these can be used in the wider world	• Forward plans • Class monitoring/observations • STEM opportunities recorded • Staff/parent/carer/pupil feedback • Money week timetable • Class work • Observations

Strategic Priority Catholic Ethos: Promoting Gospel Values	Outcomes	Measures
- Provision of religious education programmes to enable young people to develop their understanding of Gospel values and how to apply them to life - A commitment to ecumenical action and the unity of Christians - The promotion of respect for different beliefs and cultures and for inter-faith dialogue	- School, home and parish work together to ensure there is a calendar of events that allow the whole community to celebrate and worship together. - Staff are confident in the delivery of quality teaching and learning which reflects and promotes the Gospel values. - Staff and pupils able to confidently discuss each value, its meaning and what it looks like in action. - Whole school participation in ecumenical activities, working with other organisations to support local charity work. - Our religious education programmes include opportunities to learn about other world religions and we celebrate other cultures and traditions.	- Attendance at Mass and celebrations. - Number of pupils taking their sacraments. - Partnership working and positive relationship with local parishes and clergy. - Number of pupils involved in RE opportunities. - Links with other agencies and partnership working. - Number of certificates issued at assembly for each value. - Charity timetable and fundraising efforts - Class monitoring/observations - Displays
Strategic Priority Pupil Equity Fund: Targeted Interventions and Support	**Outcomes**	**Measures**
- Continue to use IT to reduce barriers to learning and increase engagement - Supported study opportunities to support learning and reduce the attainment gap - Participatory budget – work with stakeholders to spend 5-10% on resources/interventions to support learning	- Narrow the gap for those children in receipt of FME and living in SIMD 1+2. - Targeted children will maintain or increase their attendance rates. - ICT will enhance the learning opportunities for pupils and reduce barriers to learning. - Supported study sessions enable learners to build on their skills and abilities. - School participatory team secure resources to support the school to increase equity and excellence.	- Interventions - Formative and Summative Assessments - TJ - Monthly/Termly Attendance Figures - Staff/pupil/parent/carer feedback - Attainment data - Attendance - Observations - Leuven scales of engagement and wellbeing