

Strategic Overview of St Louise Primary Improvement Plan Priorities

Session: 2023/24

National Improvement Framework Key Priorities & Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Priorities & Stretch Aims
<p>Key Priorities</p> <ul style="list-style-type: none"> 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. <p>Key Drivers</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 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 ✓ 	<p>SLC Priorities</p> <ul style="list-style-type: none"> 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 <p>SLC Stretch Aims</p> <ul style="list-style-type: none"> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined HWB measure (attendance) Cost of the School Day
Strategic Priorities 3 Year Cycle		
Year 1 – 2023-24	Year 2- 2024-25	Year 3 – 2025-26
<ul style="list-style-type: none"> Embark on Improving Our Schools (IOS) – raise attainment in Writing through a consistent approach to effective questioning, active learning and reviewing & connecting the learning and enhanced use of data at all levels Introduce a Play Based Learning Pedagogy at the end of Early Level Develop a consistent use of Outdoor Learning across the school to increase pupil confidence and engagement in learning and to enhance the overall health and wellbeing of learners Serving the Common Good: a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all 	<ul style="list-style-type: none"> IOS identify one feature of Highly Effective Practice identified at the end of Session 2023-24 through rigorous self-evaluation and identify curricular area to raise attainment Play Based Learning Pedagogy developing beyond Early Level Further develop parental involvement and engagement Developing in Faith (DIF) – identify an area and theme at the end of session 2023-24 through rigorous self-evaluation and develop the characteristics associated with it 	<ul style="list-style-type: none"> IOS identify one feature of Highly Effective Practice identified at the end of Session 2024-25 through rigorous self-evaluation and identify curricular area to raise attainment Develop enquiry-based learning in upper school Embed skills-based learning at all levels Developing in Faith (DIF) – identify an area and theme at the end of session 2024-25 through rigorous self-evaluation and develop the characteristics associated with it

Strategic Priority 1: Improving Our Schools (Literacy – Writing)	Outcomes	Measures
Whole school involved in 'Improving Our Schools (IOS)' programme with a focus on Writing.	All staff have enhanced understanding of the teaching and learning cycle and develop their use of effective questioning.	Individual Learning Journals and termly Observed Lessons
Develop the use of data at classroom level.	All staff have increased their use of data to identify and implement appropriate interventions to raise attainment in writing.	Class data overviews and spreadsheets
Participate in collegiate professional reading and dialogue with colleagues.	<p>Most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provide support and challenge.</p> <p>Identified pupils for intervention will have increased their writing scores by 4 points or more on the criterion scale checklist.</p> <p>Combined P1/4/7 literacy data will increase by 2 or more Percentage Points (PP) and a narrowing of the gap by 2 or more PP.</p>	<p>Tracking conversations and professional dialogue termly</p> <p>Literacy ACEL data for identified pupils</p> <p>Whole school attainment information</p> <p>Writing checklists and benchmarks</p>
Strategic Priority 2: Play Based Learning	Outcomes	Measures
School audit of Play Based Learning.	P1 teacher will have completed play-based pedagogy training and have a sound knowledge of the themes and areas covered.	Enhanced play-based learning environment in P1 classroom
P1 Teacher to attend Play Pedagogy CLPL with SLC.	Our school will have a firm idea of the play-based opportunities within our school.	Observations and learning logs
Action plan to develop Play Based Learning across the school.	<p>SMT and P1 teacher will have a clear understanding of the play-based pedagogy at early level and have developed areas within the school to reflect this.</p> <p>P1 teacher will have showcased P1 pedagogy and completed a practitioner enquiry to share with all staff.</p> <p>A play-based position statement will be created.</p>	<p>Class data overviews and attainment results</p> <p>Tracking conversations and professional dialogue</p> <p>Practitioner enquiry shared with whole staff</p> <p>School Play-based learning position statement</p>



Strategic Priority 3: Outdoor Learning	Outcomes	Measures
School audit of Outdoor Learning.	<p>Outdoor Learning provides all classes with opportunities of discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities.</p> <p>Our school has an Outdoor Learning position statement showing a clear understanding of the opportunities provided and how it is developed in our school.</p> <p>Engagement with nature and the environment for health and wellbeing leads to lifelong participation, outdoor competence and develops character, strength and positive risk-taking.</p> <p>Outdoor Learning is beneficial for children who struggle to maintain concentration in class and we actively seek out ways to introduce direct experiences into their learning to increase engagement and raise attainment.</p>	Self-evaluation records and audit tools.
Develop resources and planners to support Outdoor Learning.		School position statement.
Track pupil engagement and wellbeing using the Leuven scales.		Bank of resources and development of staff shared area.
		Leuven scale records for engagement and wellbeing.
		Staff observations.
Strategic Priority Catholic Ethos: Serving the Common Good	Outcomes	Measures
Staff engage in relevant CLPL to develop and enhance the delivery of RE themes and events.	<p>Our school shows a commitment to communicate Catholic social teaching and thereby promotes social justice and opportunity for all.</p> <p>Our curriculum delivers a wide range of opportunities to understand Catholic Social Teaching through IDL contexts and community events and opportunities.</p> <p>Our school community has a clear understanding of our school values, we are encouraged to live these out daily and we recognise and celebrate learners' successes and actions.</p> <p>School to engage in SCIAF's Talented Fundraisers programme, the food waste project, mini-vinnies and other charitable events to support those in need and to deepen our understanding of the value of 'faith in action'.</p> <p>Continued involvement in the Pope Francis Faith Award where learners understand the Gospel-based inspirations linked to their actions and activities.</p>	Self-evaluation records and observations
Our school community and groups engage in charitable events across the session to raise funds for important causes.		PFFA completion
We reflect on our values and recognize the actions of others through a variety of opportunities and celebrate these.		Bank of resources and development of staff shared area.
		Engagement in charitable events and partnership working and the impact seen.
		Community/parish partnership involvement and celebrations of these.
		Stakeholder/visitor/partnership feedback



Strategic Priority Pupil Equity Fund: Targeted Interventions and Support	Outcomes	Measures
Continue to use IT to reduce barriers to learning and increase engagement.	Whole school community work together to spend funds on resources to support learners.	Participatory budget team records and consultation information
Continue to develop the health and wellbeing of learners, increase engagement and raise attainment for all.	A reduction in identified gaps of learning for children affected by poverty.	Pupil HWB information
Participatory budget – work with stakeholders to spend 5-10% on resources/interventions to support learning.	<p>Positive impact on school community and learners.</p> <p>Increased attendance rates for identified learners.</p> <p>IT resources and programs reduce barriers to learning and raise attainment.</p> <p>Staff support and targeted interventions will enable learners to build on their skills and abilities and make progress towards their benchmarks.</p> <p>Pupils will improve their wellbeing and develop positive relationships.</p> <p>Families facing financial difficulties are supported and barriers to learning reduced.</p>	<p>Observations</p> <p>Feedback</p> <p>Attainment and assessment results</p> <p>Staff discussions and forward plan/attainment consultations</p> <p>Pupil work</p> <p>IT use and digital program usage</p> <p>ACEL data</p> <p>Leuven scales of engagement and wellbeing</p> <p>Class/learning visits</p> <p>School attendance monitoring</p>