

St Louise Primary School Improvement Plan 2019-20



Strategic Priorities 3 Year Cycle (Year 3)

1. Evaluate and improve consistency of learning and teaching in Literacy (with a focus on raising attainment in Writing)
2. Improve children's health and wellbeing with a particular focus on resilience
3. Celebrating and Worshipping – a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes

Priority2: Key Actions

SIMD data, attendance information, ASN overview and behaviour records used to discuss pupils who would benefit from a nurturing/wellbeing approach

In response to the 'Now You See Us' document, all children will be assessed using the online Boxhall tool to identify hidden needs and provide early intervention.

Staged Intervention process used to track and monitor pupils and their needs

Time-table support sessions in nurture/wellbeing area with ASN Coordinator

All staff receive input on nurture principles and strategies to use in class as stage 1 interventions

All teaching staff receive refresher in Bounce Back approach

School action plan to be carried forward

Incorporate Bounce Back approach into Healthy Schools planning to deliver lessons in resilience

Growth Mindset approach continues to be implemented across the school

Staff to deliver initial introductory lessons to pupils on Growth Mindset and refresh each term

Intended Impact

Improve the psychological, emotional and social wellbeing of our young people.

Continue to instill a Growth Mindset approach throughout the school.

Our young people have improved knowledge of their emotions, can recognise these emotions and describe/explain them.

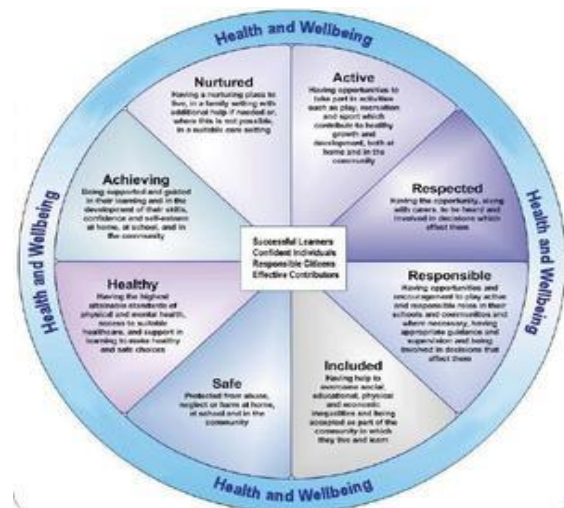
Success with peer relationships.

Reduced incidents of frustration through misunderstood communication

Our young people have strategies to allow them to regulate their behaviours

Our young people are able to socialise appropriately with peer groups and in other social situations

HGIOS 4 (2.4, 3.1)



Priority3: Key Actions

Where appropriate teaching staff to include a reference to the Developing in Faith priority in their PRD for the session.

Review and evaluate opportunities for pupils, staff, parents and community to engage in prayer and reflection

Provide sacred places of worship in classrooms and within the school

Collaborate with local parishes and Christian organisations to provide opportunities across the year to engage in prayer

Collaborate with partners to enhance experiences for pupils and staff

Plan for a variety of opportunities which allow our pupils to take part in particular religious' occasions

Encourage pupils to be involved in parish life (altar serving, offertory, readings etc.)

P6 and P7 children continue and complete the Pope Francis Faith award.

Intended Impact

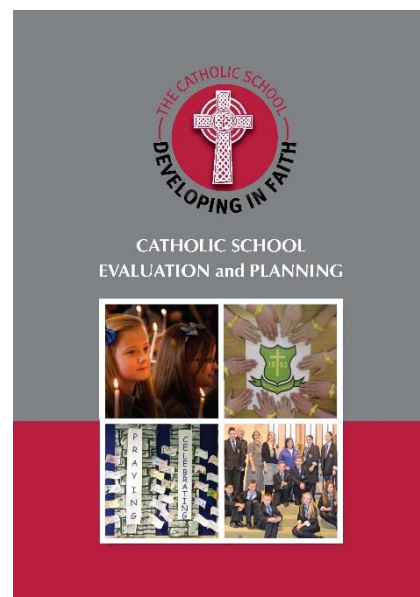
School, home and parish will work together to ensure there is a calendar of events that allow the whole community to share and participate in prayer and liturgy.

Classes will continue to use Christian Meditation and quiet prayer to connect with and speak to God.

Prayer will be a significant feature of all school activities.

We will strengthen partnership working with Legion of Mary and local parishes to provide opportunities for prayer during October/May, Lent and other important dates across the year.

Pupils will continue to engage with the PFFA.



Maintenance Agenda

- Continue to use Significant Aspects of Learning supported with the new benchmarks to ensure that children have coherent, progressive and challenging learning experiences
- Continue to implement the Active Literacy approach across the school
- Continue to implement Big Maths and Maths Pathways
- Review, evaluate and continue to provide opportunities for family learning with an increased focus on engagement
- Continue to develop Digital Literacy across the school and opportunities to use digital resources in lessons
- Develop leadership opportunities for all and increase pupil participation and voice
- Continue to use the Growth Mind-set approach to support positive learning experiences and attitudes
- Evaluate and review tracking and monitoring approaches

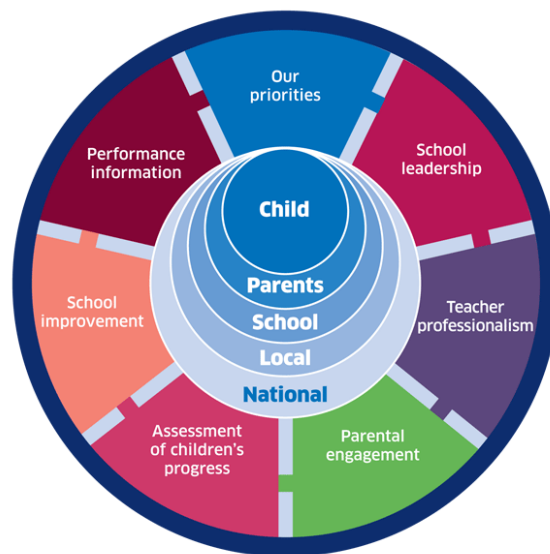


National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information



HGIOS 4 and Early Learning and Childcare Indicators

- 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 Education Resources Themes

- Transforming Learning and Teaching
- Implementing Curriculum for Excellence
- Meeting the Needs of all Learners', GIRFEC and Statutory Duties
- Skills for Learning, Life and Work
- Professional Learning
- Leadership (Change and Improvement)

How Good is Our School? HGIOS 4

