

St Louise Primary School Improvement Plan 2021-22



South Lanarkshire Council Recovery Planning August 2021



Improvement Priority 1 - Continuity of Learning

Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Improvement Priority 3 - Planning for Equity

Improvement Priority 4 – Developing in Faith – Celebrating and Worshipping



Priority1: Key Actions	Intended Impact
<ul style="list-style-type: none"> •Review and update school policies on learning, teaching and assessment in line with current guidance (SMT – Ongoing) •ICT Coordinator to audit staff knowledge and understanding of digital teaching methods and support CLPL in addressing any areas staff would like to develop (ICT Coordinator – Class Teachers – Ongoing) •Continued focus on outdoor learning and working group to develop the outdoor resources and facilities (Class Teachers – SSA – Pupils) – Ongoing) •Whole school curriculum rationale developed (Terms 1+2 – all stakeholders) •Continue to use Twitter, school website and school app to communicate with all stakeholders and to record views and suggestions (All stakeholders – ongoing) •Review HWB programmes (All Staff – Term 1) •Numeracy pathways to be reviewed and developed in line with SLC progression pathways (Ongoing – working party) •Re-introduction of Money Week activities and opportunities for the development of skills for learning, life and work (Term 3 and ongoing) <p>ASN Coordinator to review and update school's ASN overview (ASN Coordinator – Term 1)</p> <ul style="list-style-type: none"> •ASN Coordinator to work with staff and use staged intervention process to identify and assess pupils to ensure correct support/challenge is given (ASN Coordinator – Class Teachers – Term 1 and ongoing) •Homework system to include longer term project based activities and IT related activities. (All Staff – Term 1) •Curriculum position statements are reviewed and updated (All staff – ongoing) •PRD process used to enable staff to focus on appropriate professional learning opportunities. (Term 1 and ongoing – all staff) •Monitoring and quality assurance carried out across the school session (All staff – Ongoing) 	<p>Policies and position statements will show a clear understanding of the curriculum opportunities offered and progression of skills across the school year.</p> <p>School app, Twitter and school website will ensure all stakeholders aware of current guidance and procedures.</p> <p>School time-tables established to make best use of outdoor learning and other teaching areas.</p> <p>Staff are confident in using digital technology and online teaching platforms and training needs are identified and supported.</p> <p>Our school recovery continues to progress with all curriculum areas being accessed.</p> <p>School and learning community moderation ensures a consistent approach and understanding of standards across the different curricular areas.</p> <p>A range of learning opportunities and interdisciplinary approaches are used to support the delivery of teaching and learning.</p> <p>Revised numeracy pathways and policies ensure a consistent approach to the delivery of numeracy and progression through the school.</p> <p>Skills for learning, life and work are developed through a range of partnership working opportunities.</p> <p>A range of assessment tools are used and our school has a clear picture of where children are in their learning.</p> <p>SSAs work with class teachers to support learners and implement interventions.</p> <p>Staff and pupils continue to work as a group to develop the outdoor learning areas and resources.</p> <p>HWB will remain a focus in our school with the use of a variety of approaches to support the wellbeing of all.</p> <p>Policies and position statements show a clear rationale and programme for the delivery of our curricular areas.</p> <p>Staff confidence and capabilities are developed and supported.</p> <p>There is a shared understanding of expectations and effective delivery of the school curriculum and evidence shows progress being made.</p>

- School leadership team established which supports pupil voice across the session (SMT, P7 and all classes)
- Consultation with all stakeholders to support the school's curriculum planning and opportunities for skills development (All stakeholders – ongoing)
- Re-focus on school's assessment procedures and gain a clear picture of where all young learners are (SMT – Class Teachers – Ongoing)
- Targeted interventions and learning support groups are established (Term 1 – SMT, ASN Coordinator, CTs)
- Use of progress and achievement platform and school attainment spreadsheet records a learner's journey and support is identified and provided where appropriate (ASN Coordinator, CTs, Parents/Carers, Pupils – Ongoing)
- Tapestry model is used in classes to support quality feedback and support for learners
- Wider achievements are celebrated in school and encouraged (All stakeholders – ongoing)
- Review learning conversations and approaches to show learners' progress (Term 1 – All stakeholders)

Pupil voice is developed and supported and decision making within the school is enhanced with the contributions of all stakeholders.

Communication with all stakeholders using Twitter, school app and school website ensures all information is shared appropriately.

Consistent delivery of the curriculum across the school and a clear picture of learner's needs.

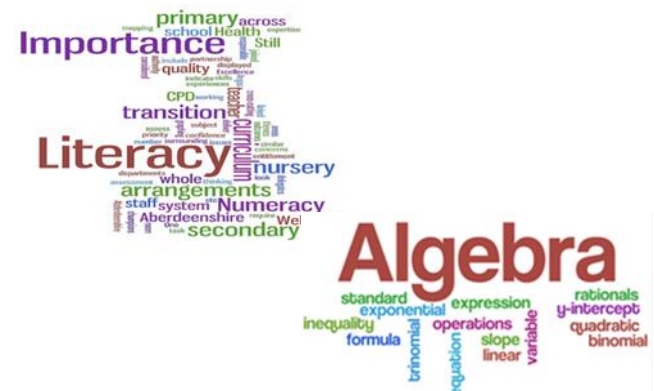
Support and interventions reduce barriers to learning and increase achievement and attainment overall.

Pupil voice is encouraged and supported in all aspects of school life and beyond.

All stakeholders are encouraged to have their say in different aspects of school life.

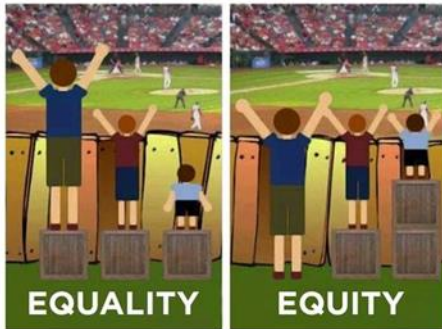
Learners have increased confidence in their abilities and take on more responsibility for their own learner journey.

HGIOS 4 (2.2 Curriculum, 2.3 Learning, teaching and assessment Assessment, 3.2 Raising Attainment and Achievement)



Priority2: Key Actions	Intended Impact
<ul style="list-style-type: none"> •School staff re-familiarise and use where appropriate, PPRUDB, Attachment Strategy and CP procedures (Term 1 – All Staff and ongoing) •Whole school nurture approach continued and developed (All staff - ongoing) •SIMD data, attendance information, ASN overview and behaviour records used to discuss pupils who would benefit from nurturing/wellbeing approaches and further support (Term 1 – SMT) •Stakeholder questionnaires used to gain a picture of school wellbeing (Families and Staff – End of Sept 2021) •Work with partner agencies to develop supports for families and staff (All Staff – Ongoing) •ASN Overview updated and discussed with staff (ASN Coordinator and Staff – Term 1) •Review of HWB programmes and approaches (All Staff – Ongoing) •Boxall Profiling used by ASN Coordinator to identify hidden needs and provide early intervention where appropriate (ASN Coordinator/Class Teacher – Term 1 and ongoing throughout session) •Staged Intervention process used to track and monitor pupils and their needs (All Staff – Ongoing) •School App, website, email, phone/meetings used to maintain contact with parents/carers (SMT / Class Teacher – Ongoing) •Refresh all staff on PPRUDB (All Staff – In-service Day) •Re-establish and develop 'Pupil Voice' groups to ensure opportunities to share thoughts and opinions and to be responsive to the needs of all (Teachers / SSAs / SMT – ongoing) •Time-table of support for individuals and groups (Ongoing) 	<p>Working in partnership with families and other agencies will Improve the psychological, emotional and social wellbeing of our learners.</p> <p>Support whole school community to continue its recovery and move forward positively.</p> <p>Our young people have improved knowledge of their emotions, can recognise these emotions and describe/explain them.</p> <p>Continued success with peer relationships.</p> <p>Use of SLC's attachment strategy will provide support throughout this school session and beyond.</p> <p>Responses to distressed behaviours will be attachment-informed and materials from the PPRUDB will support learners and any barriers to learning.</p> <p>Our young people will have strategies to allow them to regulate their own behaviours.</p> <p>Almost all young people will be able to socialise appropriately with peer groups and in other social situations.</p> <p>There will be a culture of positive relationships in our school.</p> <p>School guidance and procedures will ensure a safe environment for all. Opportunities built in to ensure every child's voice is heard.</p> <p>Everyone benefits from effective communication, with attention given to the language used.</p> <p>Outdoor learning will continue to play a key role in implementing our HWB curriculum.</p> <p>Young learners, parents/carers and staff can meet challenges, manage change and build relationships.</p> <p>Pupils can reflect on their strengths and skills to help them make informed choices when planning their next steps.</p>
	<p>HGIOS 4 (3.1 Ensuring wellbeing, equality and inclusion)</p>

Priority3: Key Actions	Intended Impact
<ul style="list-style-type: none"> •SIMD data, attendance information, ASN overview, FME list and a variety of questionnaires and assessments used to determine the school's poverty related attainment gap (Term 1 – SMT) •Boxhall profiles, family questionnaires, observations, assessments and levels of engagement used to carry out an analysis of the school's gap for all pupils (SMT – Term 1) •ASN Coordinator to support staff and families requiring identified support (Term 1 and ongoing) •IT and other supports provided to families in need (ongoing across the session) •Consultation with stakeholders will be used to make decisions on PEF funding and participatory budget (Term 1 and ongoing) •Staff to work closely to establish school approaches to closing the poverty related attainment gap (ALL Staff – Ongoing) •Whole school focus on Literacy, Numeracy and Health and Wellbeing, identifying gaps and providing support and/or challenge where needed (SMT, ASN Coordinator, Class Teachers, SSAs – Ongoing) •Planning consultations and assessment review meetings with all staff (ongoing) •Review and update school's position statement (Term 1 and 2) •Review all pupils access to IT and Wifi at home (Term 1 – SMT, ICT Coordinator) •Continued communication to families of supports available through Twitter, school app and website (Ongoing) •Review annual calendar and supports school can offer this session (All stakeholders – ongoing) •Whole school review of Cost of the School Day (Term 1 – All stakeholders) •Continue partnership working with church to support a uniform bank and food bank (ongoing) <p>Continue partnership working with PSG to support all learners. (Ongoing)</p>	<p>There will be improved wellbeing and relationships for children and barriers to learning will be reduced.</p> <p>Targeted children will make progress and we will reduce the poverty related attainment gap. We will see an increase in self-confidence and engagement in learning.</p> <p>Our school will have a clear picture of CfE levels across the school and information on where the gaps are.</p> <p>Our poverty related attainment gap will continue to close.</p> <p>There will be a consistent approach to the delivery of Literacy, Numeracy and HWB across the school.</p> <p>Targeted children identified and support given.</p> <p>All stakeholders' views and opinions will influence school decisions around funding.</p> <p>Staff working collaboratively to identify gaps/strengths and provide appropriate supports/challenge.</p> <p>All staff engaging with current guidance and keeping abreast of policies.</p> <p>Staff training needs identified and plans in place to support this.</p> <p>School recovery will continue to support all areas of the curriculum and our learners.</p> <p>Whole school nurture and attachment strategies used to support children.</p> <p>Evidence will show progress for identified children and interventions used.</p> <p>The following evidence will be used to support the impact made:</p> <ul style="list-style-type: none"> •Boxall profiles / Assessments •Classroom Observations •Learning Conversations •Play Observations •Questionnaires/Feedback •Attainment data: SNSA, NGRT, SWST, PTM, teacher professional judgements for CfE levels •Data from individual interventions •Professional dialogue



- Parent, staff and pupils' perception of learning
- Staff engagement and feedback from professional learning opportunities
- Classroom observations
- Feedback from parents/pupils

School policies and practices are reviewed and updated to reflect the needs of all stakeholders.

Less pressure on financial contributions by using a 'donation approach' as opposed to a fixed amount.

Continue to support families financially for extracurricular outings etc.

Families taking advantage of uniform bank and food bank.

HGIOS 4 (2.4 Personalised Support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising Attainment and Achievement)

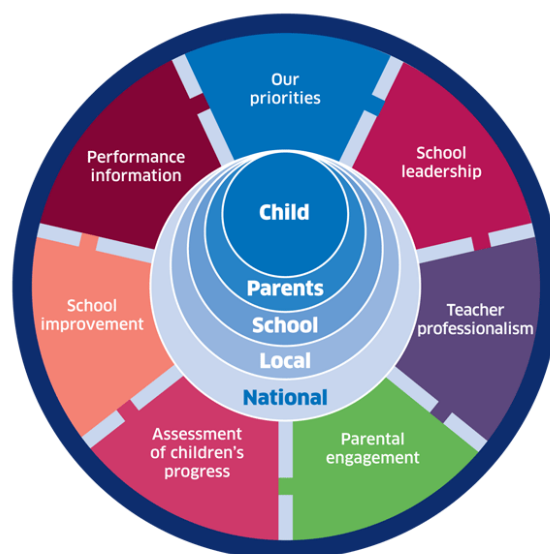
Priority4: Key Actions	Intended Impact
<ul style="list-style-type: none"> • Where appropriate teaching staff to include a reference to the Developing in Faith priority in their PRD for the session. • Review and evaluate opportunities for pupils, staff, parents and community to engage in celebration and worship. • Sacred places of worship in classrooms and within the school. • The Liturgical colours of seasons are on display and are known to pupils. • Collaborate with local parishes and Christian organisations to provide opportunities across the year to engage in celebration and worship. • Collaborate with partners to enhance experiences for pupils and staff. • Plan for a variety of opportunities which allow our pupils to take part in 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. 	<p>School, home and parish work together to ensure there is a calendar of events that allow the whole community to celebrate and worship together.</p> <p>Sacred places set up around the school and in classes to support celebration and worship.</p> <p>Prayer will be a significant feature of all school activities.</p> <p>Our school calendar includes provision of particular services, such as Rosary during October / May, Mass during Lent, Stations of the Cross</p> <p>Strengthened partnership working with organisations and local parishes providing opportunities across the school session to celebrate and worship God.</p> <p>We work in partnership with parish and parents to ensure that children are prepared to receive the Sacraments.</p> <p>Pupils will continue to engage with the PFFA.</p> <div data-bbox="1011 1137 1265 1496" data-label="Image"> </div>

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

