

Strategic Overview of St Louise Primary Improvement Plan Priorities

Session: 2024/25

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"> A continued focus on Improving Our Schools (IOS) to raise attainment in Numeracy through a collaborative approach to developing skills and using effective questioning and class data to identify intervention groups Introduce a Play Based Learning Pedagogy at the beginning of First Level – P2 Further develop parental engagement and involvement within the school and enhance opportunities to work with families as a school community with a focus on Children’s Rights. Honouring Jesus Christ as the Way, the Truth and the Life: a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents and a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church 	<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: Raise Attainment in Numeracy	Outcomes	Measures
Whole school involved in 'Improving Our Schools' programme with a focus on Numeracy.	All staff will have engaged in relevant CLPL and developed their use of effective questioning.	Individual Learning Journals and termly Observed Lessons
Develop the use of data at classroom level.	Across the session, all staff will make effective use of data to identify and implement appropriate interventions to raise attainment in numeracy.	Class data overviews and spreadsheets
Participate in collegiate professional reading and dialogue with colleagues.	<p>All staff will participate in meaningful tracking conversations and professional dialogue with peers that provide support and challenge.</p> <p>Identified pupils for intervention will have increased their numeracy standardised scores and become on track for numeracy.</p> <p>Combined P1/4/7 literacy data will increase by 2 or more Percentage Points (PP) with a narrowing of the attainment gap.</p>	<p>Tracking conversations and professional dialogue termly</p> <p>Numeracy ACEL data for identified pupils</p> <p>Whole school attainment information</p> <p>IDL results, standardised scores and benchmarks</p>
Strategic Priority 2: Play Based Learning	Outcomes	Measures
Continued school audit of Play Based Learning across the school.	P2 teacher will have completed training and have a sound knowledge of the themes and areas covered.	Enhanced play-based learning environment in P2 classroom
P2 Teacher to develop own CLPL in Play Based Learning.	Our school will continue to develop the play-based opportunities within our school.	Observations and learning logs
Further develop Play Based Learning across the school.	<p>Staff will have a clear understanding of the play-based pedagogy at early level and beyond and have developed areas within the school to reflect this.</p> <p>Resources and areas will be developed to support Play Based Learning.</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>Staff development and CLPL</p> <p>School Play-based learning position statement</p>



Strategic Priority 3: Children's Rights and Parental Engagement	Outcomes	Measures
<p>Staff will use SLC's 'Making Rights Real' to engage in lessons and activities to develop children's knowledge and understanding.</p> <p>During a 'Find Out' session in school, parents/carers will have the opportunity to discuss and learn about children's rights as part of the session.</p> <p>Our school newsletters, Twitter channel and website will be used to share relevant information about children's rights and current legislation.</p> <p>Staff training will be completed by engaging through CQIS and Education Scotland activities.</p>	<p>All children will have an increased knowledge of children's rights.</p> <p>We will be confident that almost all of our school community (parents, pupils and staff) are aware of the UNCRC and the fact that our children have Rights that are Universal, Inalienable, Indivisible and Interdependent.</p> <p>Children's rights will be a key feature in our school and there will be a variety of opportunities to showcase learning and knowledge.</p>	<p>The language of Rights will become embedded and used regularly in our school</p> <p>Class charters will be visible in all classes and children will be able to speak about their meaning</p> <p>Pre and post questionnaires by staff and parents will show an increase in understanding and confidence</p> <p>Almost all of our school community will be able to speak about the fact that the children have rights and that these rights are not related to responsibilities and cannot be removed.</p>
Strategic Priority Catholic Ethos: Honouring Jesus Christ as the Way, the Truth and the Life	Outcomes	Measures
<p>Staff engage in relevant CLPL to develop and enhance the delivery of RE themes and events.</p> <p>Our school community and groups engage in charitable events across the session to raise funds for important causes.</p> <p>We reflect on our values and recognize the actions of others through a variety of opportunities and celebrate these.</p>	<p>Our school is successful in providing opportunities for pupils to reflect on Jesus as the source of Wisdom – the Way, the Truth and the Life.</p> <p>Pupils are encouraged to honour the Saints as men and women who have led lives of holiness and to reflect on 'role models' who have exemplified virtues in their lives.</p> <p>P6 and P7 pupils complete the PFFA and are recognised for these wider achievements.</p> <p>Pupils show their faith in action through leadership opportunities and their commitment to work with and for others.</p> <p>We reflect on the world around us and how we can support each other to create a sustainable world and reverse the effects of climate change.</p>	<p>Self-evaluation records and observations</p> <p>PFFA completed and celebrated</p> <p>Classes complete IDL contexts around climate change and sustainability supported by Laudato Si</p> <p>Engagement in charitable events and partnership working within the community</p> <p>Home/Parish and School partnership involvement and celebrations</p>
Strategic Priority Pupil Equity Fund: Targeted Interventions and Support	Outcomes	Measures
<p>Continue to use IT, one-to-one and group sessions to reduce barriers to learning and increase engagement.</p>	<p>Whole school community consultation on participatory budget spend.</p>	<p>Participatory budget team records and consultation information</p>



<p>Continue to develop the health and wellbeing of learners, increase engagement and raise attainment for all.</p>	<p>Equitable opportunities for all children and a reduction in any gaps for children affected by poverty.</p>	<p>Pupil HWB information</p>
<p>Participatory budget – work with stakeholders to spend 5% on resources/interventions to support learning.</p>	<p>Positive impact on school community and learners.</p> <p>School participatory team secure resources/opportunities to increase equity and excellence.</p> <p>Narrow the gap for those children in receipt of FME and living in SIMD 1+2.</p> <p>Targeted children will maintain an attendance rate of 90% or more and children will continue to increase their attendance.</p> <p>IT will enhance the learning opportunities for pupils and reduce barriers to learning.</p> <p>Learners will make progress in reading and spelling, maintaining or improving their standardised score and increasing their reading/spelling age by 4 months +.</p> <p>Learners will increase their writing progress and overcome 4-6 of their benchmark checklist criteria and close the gap towards their next level.</p> <p>Learners will maintain or increase their standardised score in maths and increase their level.</p> <p>Focused one-to-one and group sessions with staff will enable learners to build on their skills and abilities and make progress towards their benchmarks.</p> <p>Improved pupil wellbeing and positive relationships observed.</p> <p>Families facing financial difficulties are supported, barriers to learning removed and opportunities provided.</p> <p>Engagement in activities is increased, particularly for those who struggle with conventional classroom-based activities.</p> <p>Overall school attendance remains above 90%.</p>	<p>Attainment information</p> <p>NGRT results</p> <p>SWST results</p> <p>PTM results</p> <p>SNSA results</p> <p>Attainment and assessment overviews</p> <p>Staff discussions/forward plan consultation/attainment consultation</p> <p>Pupil work</p> <p>IDL results</p> <p>IT and digital usage</p> <p>ACEL data</p> <p>Leuven scales of engagement and wellbeing</p> <p>Staff and pupil observations and discussions</p> <p>Class/learning visits</p> <p>Records of restorative discussions</p> <p>Playground observations</p> <p>School attendance monitoring</p> <p>Overall attainment results</p>