St Cuthbert's RC PS
School Improvement Plan
2020/2021

St Cuthbert's Primary School

Learning and Growing together through Love and Respect

INCLUSION
KINDNESS
ACHIEVEMENT
WELLBEING
FAITH
TEACHERS
COMMUNITY
PARENTS
CHILD

EXCELLENCE in everything we do, say, write and make

RESPECT for ourselves and for others

VALUES the St. Cuthbert's way

Learning and growing together through love and respect.

Establishment		**St Cuthbert's RC PS**
Head of Establishment		**Ryan Delaney**
Area/Local Improvement Group		**Cluster 16**
Head of Service		**Gery Lyons**
Area Education Officer/ Quality Improvement Officer		**Samir Sharma**

St Cuthbert's RC PS Improvement Planning for 2020/2021

Priority Number	Area	New or Existing Priority	Self-evaluation basis
1	Literacy – Writing (attainment and pedagogy)	Existing Priority	Closure of schools in March 2020, did not allow us to complete this priority to a sufficient enough standard or to see significant enough gains in attainment to move on. We will return to this with a focus on aspects around building consistency of approach.
2	Promoting Health and Well-being of all pupils	New Priority	This priority came about as a result of self-evaluation around supporting our children when they return to school from school closures.
3	Approaches for effective Learning and Teaching	New Priority	Our self-evaluation from 2019/2020 showed us that staff would benefit from a collaborative approach to developing their understanding of AiFL, and approaches to managing different approaches to teaching and learning. This will prove beneficial as teachers transition to new ways of working.
4	Ensuring Inclusion and Equity for all.	New Priority	After a review of current systems and procedures around supporting children with additional support needs it became clear that a review of key systems are required.

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Maintenance Areas

DYW - Skills Progressions, My World of Work

Teaching of Reading – Attainment and Pedagogy

Creativity – Drama and Art

Pupil Voice

IDL

Digitial Technology

Gla

No.	Priority - Literacy (Writing)
1	**August 2019** To increase attainment in writing though improved pedagogy and increase teachers' confidence in assessing/moderating writing.
	August 2020 (Recovery) To further embed new approaches to teaching writing in order to increase attainment for all
	HGIOS: 1.3, 2.3, 3.2
	NIF Priorities:

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Teachers will embed whole school strategies for effective teaching of writing. These include: *-A genre approach to writing* *-Live learning walls, with a focus on developing vocabulary* *-Using a sensory approach to support creativity and planning. Consider VR visualizers and theme boxes (teachers to create)* *-Co-constructing SC with children in all writing lessons.*	**Term 1** – Induction and catch up support for probationers. (One observed writing lesson with immediate feedback to support improvement) POLLI – Peer-observations of a writing lesson. Gather data around key aspects which will be agreed collegiately prior to the POLLI. Jotter monitoring and learning conversations	• Learning observations - POLLI • Jotter monitoring • Environments: learning walls, wider displays for writing across the curriculum • Pupil Voice. • Professional Dialogue.

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
	(using HIGOS Pupil Version) **Term 2** Deep Dive – children under achieving or cause for concern from Term 1 POLLI. – plan intervention. Tracking Learning Walk – monitor consistency of learning walls, jotters etc. **Term 3** Moderation of writing – LIG **Term 4** EPR writing/reporting to parents, partners and GCC.	
Develop vocabulary across the school. Introduce word of the week and use VCOP walls to support genre specific vocabulary. **Encourage transference into writing through daily writing opportunities.**	Weekly activity in classrooms. **Term 1** Baseline vocabulary assessment POLLI End of term vocabulary assessment **Term 2** Learning Walk – monitor	• Improved vocabulary in writing – moderation/monitoring of jotters. • Learning conversations • SNSA results for literacy language • Termly vocabulary assessments

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
	consistency of learning walls, jotters etc. End of term Vocabulary assessment **Term 3** End of term vocabulary assessment	

Embed the use of Routs through Writing (RtW) as the main assessment tool.
-Teachers to use RtW to support assessment of the genre approach
-Teachers to become skilled in using the data to inform forward planning
-Children should be able to articulate their key targets based on AIFL Feedback and RtW assessment.
-Teachers can use this data, along with teacher judgement to support their declarations of CfE levels in May 2021.
	Termly
	Assess and gather data after each taught genre. This should then inform target setting for technical targets for the genre which follows.
	
	Termly
	This data should be brought to tracking meetings.
		• Class RtW data record sheets
		• Writing evidence folders – assessed pieces in one
		  Folder
		• Pupil targets in jotters should reflect RtW assessment
		  Data.

Teachers will plan writing in stages.
-Teachers to meet twice termly to complete a medium term plan for each genre. This should be done in broad CfE levels.
	Termly
	Twice termly for medium term planning (part of the moderation cycle)
		• Staff views will be gathered on how effective they
		  View this approach to be.
		• CLOL will support in these planning meetings to
		  Promote collaboration and dialogue.

Resources and staff development (WTA, CAT, INSET etc)
• GCC support led by CLOL – writing strategies • Writing materials - drafting jotters, pens for re-drafting etc • Word of the Week programme

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- Time for moderation – WTA
- Time for shared planning – WTA

No.	Priority – Continue to reinforce a positive culture for learning and promotion of Health and Wellbeing for all pupils.
2	**August 2019** NEW Priority based on COVD and self-evaluation from 2019/2020.
	August 2020 Implenenation of whole school approaches to support the Health and Well-being of all pupils.
	HGIOS: 1.3,3.1, 2.3
	NIF Priorities:

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To embed the new HWB pathway introduced in 2019/2020. Ensure that the priority for HWB in our recovery, is core along with Literacy and Numeracy. -*Teachers planning will follow the SHANARRI framework to ensure that children's learning in HWB promotes their thinking and understanding of the language of SHANARRI.* -*A learning wall in each classroom will show the learning journey in HWB and contain photos, pupil voice, examples of learning/work.*	**Termly** Planning Monitoring of planning Learning Conversation with pupils using the Learning Wall as an aid.	• Forward Planning • Tracking/planning dialogues • Classroom learning walls.
To ensure that classrooms and learning spaces are based on the nurturing principles (where possible given social distancing) -Calm and predictable (visuals to support structure – embed a consistent approach to symbolising across the school) **-**Nurture Boxes are used to support children who choose them	**August/December** Tracking of children who use the Nurture Boxes on a regular basis (gather views, evidence of increased engagement as a result of using it)	• Evaluations of planning – ensure strategic planners ensure an appropriate balance of knowledge and skill development. • Learning conversations • Learning Walks to observe environments. • SHANARRI trackers/wheels. •

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
-When appropriate, a Nook in each classroom should be created for children requiring a brain break or quiet space.	Learning Walks	
-That emotional check ins are used at the start of each day using the 5 point scale emotion charts. Teachers to use this system to target individual children who may be requiring time to speak with a member of staff.	On-going. Monitor impact through learning conversations	
-Create a self-referral system where children can self-refer for a conversation with a member of staff or to have time out in the Nook.	On going Monitor impact through learning conversations	
Termly SHANARRI wheels completed by children – ensure there is a more systematic approach to using the data from this to plan timely interventions with measureable impact.	Termly	
Continue to promote and develop, in partnership with all stakeholders, our approaches to positive behaviour and relationships and minsets. *-Revisit Relationship Framework and St Cuthbert's 5 Pillars* *-Share this with all parents. Do this through social media, youtube and the school website.* *-Create, with stakeholders, our RespectMe framework for anti-bullying.* *-Develop all staff's understanding of All Behaviour is Communication and restorative approaches to behaviour which are centred around the language of our school vision and values.* *-Continue to promote our school vision and values through assemblies, the house point system, Tickled Pink Awards*	**Term 1** August 2020 By December 2020. August INSET. On going On going	

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
-For all staff to develop the language of growth mindsets through learning conversations with pupils in class and assemblies.		
For programmes to be in place to support transition back to school, whilst promoting healthy minds. *P5-P7 – The Compassionate and Connected Classroom* *P1-4 – Bounce Back?*	Planning around this June 2020 (preparation for re-opening phase)	• Learning Walls • Staff Survey • Learning Walks • Learning Conversations
PEF HWB Interventions to support targeted Groups: -Nurture Connections Coach -Achieve More Scotland		

Staff leading on this priority – including partners	Resources and staff development
• Headteacher • Class Teachers • PEF partners	• SHANARRI framework/wheel • Consistent classroom visuals for emotional check-ins • PEF – partners • Compassionate and Connected Classroom resources • Bounce Back materials • WTA time for staff development • Nurture Boxes

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No.	Priority – To promote inclusion and equity for all across our school
3	**August 2019** This is a new priority based on current COVD situation and a strong need based on self-evalaution
	August 2020 . To ensure that procedures for incluision and equity are embedded and understood by all.
	HGIOS: 1.3, 2.3, 2.4, 3.1, 3.2
	NIF Priorities:

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To ensure that our approaches to identifying and supporting dyslexic learners is robust by May 2021. *-For staff to undertake the Open University modules on Dyslexia* *-For all staff (teaching and support staff) to develop a sounder knowledge of supporting dyslexic learners* *-For pupils, teachers, and parents/carers to be fully involved in the process of identification of dyslexia* *-For procedures around documenting and recording information around identification to be robust.*	**Termly** ASN review meetings between CTs and PTs to discuss any concerns around children with literacy difficulties **By September** To have a robust system for documenting process of identification – to be shared with all staff.	• Increase % of children with identification by June 2021. • Evidence of appropriately differentiated work, jotters, resources for children with dyslexia • Learning Conversations with dyslexic children • Teacher dialogue around supporting dyslexic learners through tracking meeting • Learning Walks/Observations
For children who require enhanced emotional support to have an identified Team, chosen by them. This will be building on last year's work.	Targeted children who require a team to identify in August with PTs. Review termly.	• Pupil Voice • Evidence from teachers about the levels of engagement when children return from seeing a member of their Team.
To ensure that all Child's Plans/WAPS and other	Termly Plan updates	• Monitoring of evaluations within child plans

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
documentation is written in partnership between home and school, with teachers taking a key lead in writing plans for their own children. -Use the CIRCLE toolkil to provide robust information to inform planning targets in child's plan. -Ensure that routine review meetings are planned at the start of each term with invites sent to parents.	Termly Review meetings for children on Staged Intervention 3 and 4.	• Learning Walks – environment check-ins • Parent Questionnaires •
To ensure that children who would benefit from Social Stories have these. -*Up-skill staff in finding and writing appropriate social stories to support children who might benefit from them.*	**Training in September** **Review in Child Plans/ASN meetings.**	• ASN meeting dialogue with CTs/PTs • Child Plans • Learning Conversation with children. • Parent feedback.

Staff leading on this priority – including partners	Resources and staff development
Headteacher Principal Teachers Class Teachers Support Staff	• CIRCLE • Child's Plan • TEAM Child Cards • Open University Online Learning • GDSS paperwork • WTA collegiate time.

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No.	Priority – Effective Teaching and Learning (AifL/TPA)
4	**August 2019**: This is a new priority based on current COVD situation and a strong need based on self-evalaution
	August 2020: to embed a whole school approach for effective teaching and learning which is centred around highly impactful use of assessment strategies that are underpinned by consistent approaches to the organisation of teaching and learning.
	HGIOS: 1.3, 2.3, 2.4, 3,1, 3,3
	NIF Priorities: • **Closing the attainment gap between the most and least disadvantaged children and young people** by revisiting the principles of effective assessment strategies to ensure efforts to make positive change to children's learning to improve their life chances. • *Improvement in attainment, particularly in literacy and numeracy* by embedding effective pedagogy and assessment strategies in maths.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact (data, observation, views)
Assessment **Through the use of collaborative enquiry process (CEP)** **all teaching staff will develop knowledge and skills in** **assessment using:** **AifL** -Consistent approach to sharing Learning Intention -Co-construction of Success Criteria -Develop quality questioning using Bloom's Taxonomy. -Use of wait time and think, pair and share strategies. -Meaningful self and peer assessment strategies -Deeper understanding of the benchmarks and the standards needed to achieve a level. **Holistic (Numeracy)** -Knowledge and understanding of the principles and application of holistic assessments to support the moderation cycle in Numeracy. - Creation of holistic assessment template to support use of holistic assessments. -Staff creation of bank of holistic assessments for numeracy.	**Term 1** -Pre-engagement survey with staff to identify strengths/areas for development. **Term 2** Learning Walks October inset – holistic assessments **Term 3** Learning Conversations **Term 4** -Produce whole school assessment infographic. -Staff feedback/survey -Bank of holistic	• Learning observations and Learning Walks • Learning Conversations with children • Staff surveys – pre and post CEP project • Observation of quality of staff dialogue during CEP sessions. • Data to support improved attainment in Maths

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact (data, observation, views)
	assessments	

Pedagogical Approaches
TPA
-Build upon previous staff professional reading/discussions around TPA approach.
-Collegiate approach to planning and delivery of stage appropriate systems, such as Play, Active Learning and Pupil Enquiry Based Learning (PEBL) across all curricular areas.
-Development of a learning environment that supports TPA approach.
CPA
-Improved knowledge and understanding of pedagogical approaches relevant to maths and Glasgow Counts, with a focus on CPA.
-Improved knowledge and understanding of the impact of pedagogical approaches on attainment in maths.
	-Pre survey engagement survey with staff to identify strengths/areas for development.
	- Pupil voice
	
	Term 2
	-Collegiate activities around HGIOS 2.3
	-Learning Walks
	
	Term 3
	-Pupil voice
	-Learning Conversations
	-Staff feedback
	
	Term 4
	-POLLI with focus on Maths (Glasgow Counts/CPA)
		• Observations of classroom layout and systems that support TPA approach.
		  - Resources, such as taskboards
		  - Labelling of identified areas/work zones
		  - Appropriate layout and access to tools and materials to support pupil independence and confidence.
		• Observed use of impactful assessment strategies to support the TPA approach, ensuring that the principles of AifL and holistic assessment in maths are used meaningfully.
		• Delivery of agreed stage appropriate TPA approaches (Play, Active Learning and PEBL)
		• Increasing staff confidence in delivery of approach

Staff leading on this priority – including partners	Resources and staff development
Headteacher Principal Teachers Class Teachers Mr Clarke to support AifL	• Environmental displays to support AifL (5-part model, Bloom's taxonomy etc) • Environmental labelling to support systems (book boxes, trays, work zones) • Task boards to support TPA • Environmental layout to support TPA • Resources to support self/peer assessment strategies • Holistic assessments

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