

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

St Cuthbert's Primary School

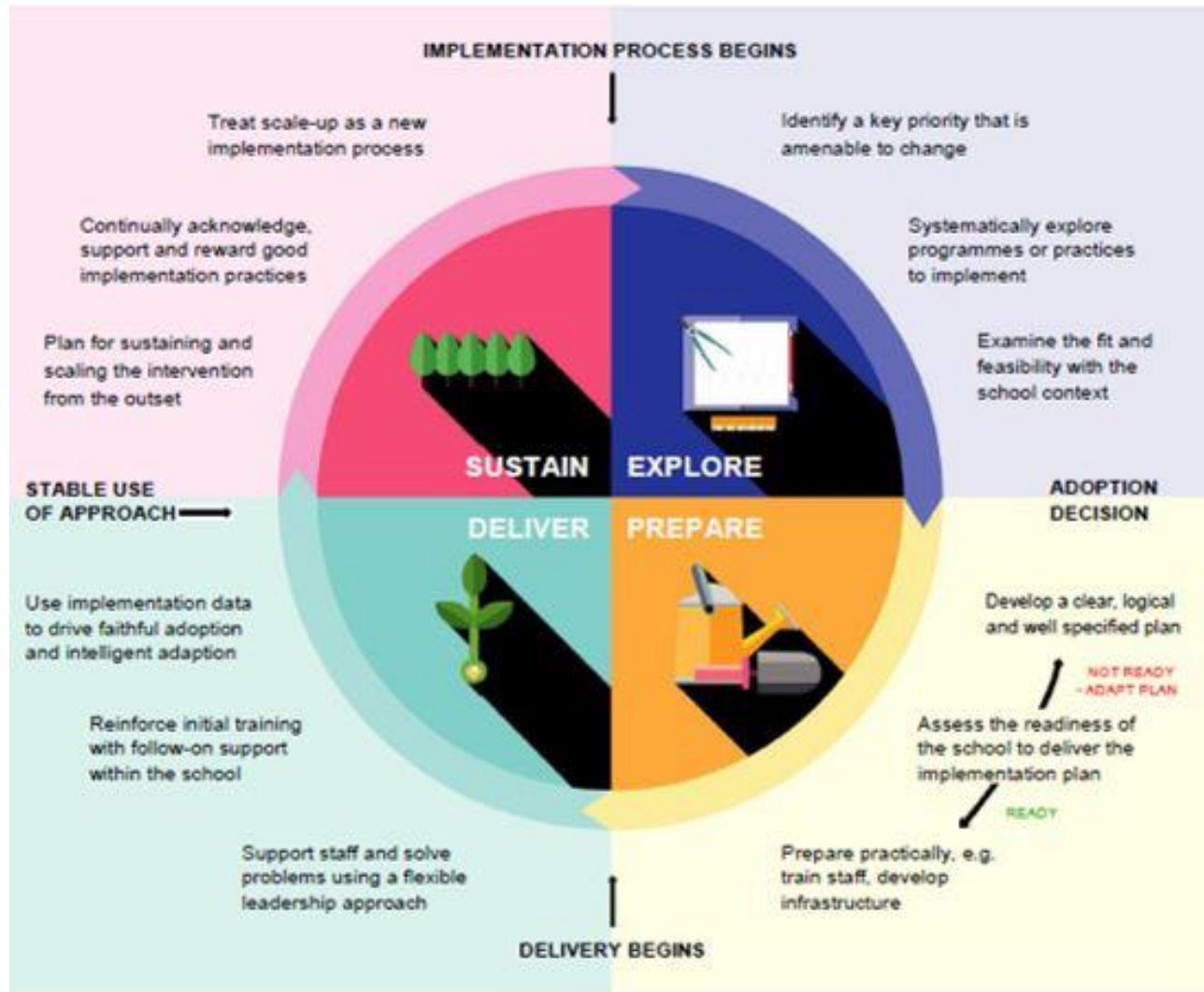


Learning and Growing together
through Love and Respect



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 School Improvement Process – Education Endowment Foundation



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

Priority Number	Area	Implementation Phase	Self-evaluation basis
1	Literacy and English: Listening and Talking (Learning, Teaching and Assessment – Raising Attainment)	Delivery	<ul style="list-style-type: none"> ➤ Glasgow Improvement Challenge:Year 3. ➤ Lack of existing strong planning, assessment and moderation around Listening and Talking at St Cuthbert's.
2	Mathematics and Numeracy (Learning, Teaching and Assessment – Raising Attainment)	Delivery	<ul style="list-style-type: none"> ➤ Attainment information
3	Wellbeing, equality and inclusion.	Delivery	<ul style="list-style-type: none"> ➤ Nurture Self-Evaluation 2020/2021 ➤ CIRCLE data
4	Creativity and Employability.	Sustain	<ul style="list-style-type: none"> ➤ Development of work from previous two school sessions.

Distributed Leadership – Teacher Leadership as at May 2021

Numeracy and Mathematics:

Mrs Gordon – PT
Miss Differ
Miss Armstrong
Miss Daly
Mrs Logan

Overall Management and Strategic Direction of St Cuthbert's: Mr Delaney HT

Literacy and English

Mrs Somerville – PT
Reading Recovery – Miss Daly

Learning for Sustainability/PEPAS:

Miss McCreath

St Cuthbert's Primary School



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Budget Committee:

Mr Delaney
Mrs Somerville
Mrs Gordon
Various Class Teachers

Rights Respecting:

Mrs Vinnicombe/Mr Delaney

Digital Leader of Learning:

Miss Differ

Musical Director/RE:

Mr O'Donell

Nurture and Inclusion/Team Child:



Distributed Leadership – Pupil Leadership

House Captains (4 P7 children) and Vice Captains (4 P6 children)
Junior Leadership Team (select group of P4-7 children)
Digital Leaders – P7 children
Eco Warriors – P6 children and select group for Eco Committee
Rights Respecting Leaders - P5 children and select group of P5 children
Playground Pals – P4
Faith Leaders – P3

Specific groups

Road Safety	Numeracy Ninjas	Literacy Leaders
2x P6 children	P3-7 children – select group	P3-7 select group

Maintenance Plan 2021/2022

1.3 Leadership of Change	2.3 Learning and Teaching	3.1 – Ensuring Well-being and Equity	3.2 Securing Progress
<ul style="list-style-type: none"> ➤ Regular reference made to the new GTCS standards ➤ St Cuthbert’s Mentor Programme for probationers and new staff. ➤ Budget Committee to be created by HT. ➤ Amend and embed Pupil and Teacher Leadership Strategy 	<ul style="list-style-type: none"> ➤ Further Embed Task Boards ➤ Teach, Practice and Apply strategy ➤ AiFL Infographic to be displayed and used as part of 5 Part Model ➤ Further enhance and develop Pupil Target Setting through Learning Journals ➤ Tracking and assessment around: <ul style="list-style-type: none"> -Science -French -Technologies <ul style="list-style-type: none"> ➤ Ensure that Digital Technologies continues to be developed and embedded in practice. 	<ul style="list-style-type: none"> ➤ Develop in house SIIM meetings. ➤ Team Child ➤ Dyslexia Awareness/Identification 	<ul style="list-style-type: none"> ➤ Continue to monitor and amend tracking and moderation processes ➤ Refresh Quality Assurance Cycle. ➤ Close monitoring of reading and writing data.
<h3>3.3 – Creativity and Employability</h3> <ul style="list-style-type: none"> ➤ Continued use of My World of Work ➤ Continued use of Skill Development Folders as linked to 5 Part Model ➤ IDL programme to allow for development of four contexts for learning. 	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>		

No. 1 Priority - Literacy and English – Talking and Listening – Glasgow Improvement Challenge. Year 3.

1 August 2021 To increase attainment in Listening and Talking through improved pedagogy and increase teachers' confidence in assessing/moderating listening and talking. .

HGIOS: Leadership of Change (1.3) Learning, Teaching and Assessment (2.3) Securing Children's Progress (3.2)

NIF Priorities:

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

Tasks to achieve priority	Who is Responsible	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Principal Teacher to create Year Map to ensure appropriate pace and breadth of Listening and Talking modes are taught and experienced across the year. This planner will link explicitly to the Literacy and English pathways and our St Cuthbert's Skills framework.	Mrs Somerville – PT Class Teachers	Term 1: -Map shared with staff at August INSET.	<ul style="list-style-type: none"> ➤ Pre-Implementation teacher survey data. ➤ Forward Planning Dialogues ➤ Tracking Dialogues ➤ Learning Journals – pupil and teacher targets should reflect the taught mode for that term.
Principal Teacher to lead staff in understanding assessment framework around Listening and Talking using Pupil Assessments.	Mrs Somerville – PT Class Teachers	Term 1: -August INSET	<ul style="list-style-type: none"> ➤ Tracking Dialogues ➤ Staff Survey – confidence of using assessment ➤ Learning Journals ➤ Pupil Make, Say, Write, Do folders.
Principal Teacher to support teachers with understanding of pedagogy around each mode of Listening and Talking.	Mrs Somerville – PT Class Teachers	Term 1/2/3/4 -1 hour Development Session before a new mode is to be taught.	<ul style="list-style-type: none"> ➤ Lesson observations ➤ Attainment Tracking ➤ Pupil Voice ➤ Learning Journals
Principal Teacher to create visuals to support Listening and Talking pedagogy for classroom use.	Mrs Somerville – PT Class Teachers	Term 1/2/3/4 -On going for each term.	<ul style="list-style-type: none"> ➤ Classroom Displays ➤ Observation of learning ➤ Pupil Voice

Resources and staff development (WTA, CAT, INSET etc)

- GCC support led by CLOL – Listening and Talking strategies
- Word of the Week programme
- Time for moderation – WTA
- Time for shared planning/staff training – WTA
- Talking and Listening boxes.

<p>2018/2019</p> <p>READING YEAR 1 - DELIVER</p> <ul style="list-style-type: none"> ➤ To raise attainment in Reading through improved pedagogy, assessment and moderation. <p>Supplemented by:</p> <ul style="list-style-type: none"> -Introducing a new phonics programme in P1-4 -Purchasing and implementing Nelson Spelling for P4-7 (PEF) -Use of Nelson Handwriting (PEF) -Heavy investment in Reading Resources and updating Reading Scheme. 	<p>2019/2020</p> <p>WRITING YEAR 1- DELIVER</p> <ul style="list-style-type: none"> ➤ To raise attainment in Writing through improved pedagogy, assessment and moderation. 	<p>2020/2021</p> <p>RECOVERY YEAR – SUSTAIN</p> <ul style="list-style-type: none"> ➤ Due to COVID-19 the Literacy and English from the previous year was re-visited as part of recovery planning. <p>Supplemented by:</p> <ul style="list-style-type: none"> -Implementing Accelerated Reader programme (5 year programme)
<p>2021/2022</p> <p>LISTENING AND TALKING YEAR 1 - DELIVER</p> <ul style="list-style-type: none"> ➤ To increase attainment in Listening and Talking through improved Pedagogy, assessment and moderation. <p>Maintenance Agenda:</p> <ul style="list-style-type: none"> ➤ Closely monitor Reading and Writing attainment and achieve ➤ Further embed Accelerated Reader 	<p>2022/2023</p> <p>SUSTAIN AND EMBED YEAR - SUSTAIN</p> <ul style="list-style-type: none"> ➤ To sustain attainment and achievement in literacy and English – reading, writing and listening and talking. ➤ To finalise school policy and agreed approaches. 	<p>2023/2024</p> <p>READING YEAR 2 - SUSTAIN</p> <ul style="list-style-type: none"> ➤ To continue to raise attainment in reading through developed approaches of reading across the curriculum with a focus on vocabulary building.

No. Priority 2- Numeracy and Mathematics.

2 August 2021: To raise attainment in Maths through the delivery of high quality learning and teaching by embedding whole school strategies for effective teaching and assessment.

HGIOS:

(1.3) Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for cont. improvement
- Implementing improvement and change

(2.3) Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

(3.2) Raising Attainment and Achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

NIF Priorities:

School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information

Tasks to achieve priority	Who is Responsible?	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Whole school to adopt CPA / Number Talks and digital approaches (Sumdog), supported by the Maths Leadership Group - PT to create a 'Good Lesson' framework to support consistent delivery.	Mrs Gordon - PT Maths Leadership Group Class Teachers	Term 1: August INSET - PT share the Good Lesson	<ul style="list-style-type: none"> ➤ Staff Survey to measure confidence/consistency ➤ Shared Planning Dialogues ➤ Tracking Dialogues ➤ Learning Walks ➤ Pupil Voice
Consistent pedagogical approaches to become embedded (active learning, cooperative/trios, TPA system, pupil enquiry based learning, use of digital and outdoor learning) - PT to create a 'Good Lesson' framework to support consistent delivery.	- PT to lead collegiate opportunities to develop knowledge/understanding of pedagogical approaches. - MLG to model good practice of effective pedagogical approaches. - MLG - offer peer support	Term 1-4: Ongoing throughout year	<ul style="list-style-type: none"> ➤ Staff Survey to measure confidence/consistency ➤ Shared Planning Dialogues / Tracking Dialogues ➤ Learning Walks ➤ Pupil Voice ➤ Modelling, team-teaching opportunities ➤ POLLI s
- Maths Leadership Group to develop a new yearly planner to support new approaches in assessment. - Creation and introduction of clearer assessment systems to enhance formative, periodic and summative assessments to support teacher judgement of progression through or achievement of a level - this will enhance professional judgement with a clear link to the benchmarks.	Mrs Gordon - PT Maths Leadership Group Class Teachers	Term 1: August INSET - Maths Leadership Group to share planner and assessment system	<ul style="list-style-type: none"> ➤ Staff Survey to measure confidence/consistency ➤ Tracking Dialogues ➤ Learning Walks ➤ Pupil Voice ➤ Attainment Tracking (SNSA / EOL) ➤ Checkpoint assessment data to inform tracking ➤ Tracking data
Increased collegiality to support approaches to assessment - creation of holistic assessments to assess learners' ability to demonstrate depth and breadth of learning across 2-3 topics, providing continuous consolidation checkpoints throughout the year.	Mrs Gordon - PT Maths Leadership Group Class Teachers	Term 1-4: Checkpoint system in place to support new approaches to shared planning and assessment.	<ul style="list-style-type: none"> ➤ Staff Survey to measure confidence/consistency ➤ Checkpoint assessment data to inform tracking ➤ Shared Planning Dialogues ➤ Bank of holistic assessments - moderation / quality assurance

Tasks to achieve priority	Who is Responsible?	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		Term 4: Develop approaches to holistic assessment	<ul style="list-style-type: none"> > Pupil Voice > Learning Journals

Resources and staff development (WTA, CAT, INSET etc)
<ul style="list-style-type: none"> • August INSET • WTA - Shared planning • WTA - Assessment week • WTA - Collegiate activities • CPA materials • Leckie Primary Maths for Scotland Teacher Guide / Assessment materials • Assessment record sheets • Teacher Sumdog training session (Wed 25th August - 3.30pm) • Updated pace snake planners • Good Lesson Framework

Numeracy and Mathematics- 3 Year Strategic Planning

Period of EXPLORATION and PREPARATION (Jan 2021-Jun 2021)

- Priority 2 identified (raise attainment in Maths through the delivery of high quality learning and teaching by embedding whole school strategies for effective teaching and assessment)
- Exploration of programmes/practices revealed inconsistencies and gaps in delivery
- School ready for change given several years of absent focus on Maths
- Preparations undertaken for three year plan (below)

2021/2022 - DELIVER	2022/2023 - DELIVER	2023/2024 -SUSTAIN
<p><i>Learning and Teaching Approaches</i></p> <ul style="list-style-type: none"> • Further embed CPA / Number Talks - supported through distributed leadership opportunities; audit and ensure appropriate training/cpd opportunities for new staff • Develop approaches to enhance effective pedagogy (active learning, cooperative/trios, TPA system, pupil enquiry based learning, use of digital and outdoor learning) • Reinforce approaches through modelling, team teaching, collegiate opportunities; monitor success through learning walks / POLLI observations, ensure appropriate pace of change and staff support. <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Creation and introduction of clearer assessment systems to enhance formative, periodic and summative assessments to support teacher judgement of progression through or achievement of a level - this will enhance professional judgement with a clear link to the benchmarks. • Increased collegiality to support approaches to assessment - creation of holistic assessments to assess learners' ability to demonstrate depth and breadth of learning across 2-3 topics, providing continuous consolidation checkpoints throughout the year. 	<p><i>Mathematical Thinking</i></p> <ul style="list-style-type: none"> • Introduce and develop a culture of problem posing / problem solving across all stages through introduction of CGI and metacognitive theories. <p><i>Embedded Learning and Teaching Approaches</i></p> <ul style="list-style-type: none"> • Increase distributed leadership opportunities to support continued collegiality and delivery of a robust system of planning and assessment using approaches and methods introduced in Y1. <p><i>Partnerships: Skills for learning, life and work</i></p> <ul style="list-style-type: none"> • Establish a more visible and robust link to DYW through opportunities that go beyond classroom planning; regular and continuous links within the community, creation of business partnerships and support from Skills Development Scotland; develop opportunities to adopt a dovetail approach to the planning of Maths and DYW. <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Enhance approaches - development of a shared learning approach that not only enhances the learning experiences of pupils, but also supports parents with maths comprehension; possible adult learning opportunities (school/parent and peer-parent). 	<p><i>Sustainability</i></p> <ul style="list-style-type: none"> • Continue to develop staff leadership opportunities through building capacity and strengthening culture of teacher leadership • Robust programme of work and assessment system in place and used consistently throughout all stages - supported by peer support systems and Maths Leadership Group. • Ensure approaches to digital learning are embedded - provide opportunities for collaborative leadership between Maths leads and DLOL • Staff collaboration between areas of leadership (shared and supported planning in place for maths > digital learning > DYW > Outdoor learning)

No. Priority 3 – To promote wellbeing, inclusion and equity for all across our school

3 To ensure that all of our children experience a highly inclusive learning environment which is based on children’s rights and meeting the needs of all learners.

1.3 (Leadership of Chang) 3.2 (Ensuring Wellbeing, equality and inclusion)

NIF: School leadership, Teacher Professionalism, School Improvement. Performance Information.

Tasks to achieve priority	Who is Responsible?	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To fully embed the CIRCLE toolkit into practice. Self-evaluation and development will be focused around the following three broad themes: -Environment -Social Interactions -Structure and Routines.	Mrs Gordon Romy Dunbar – Educational Psychologist. Junior Leadership Group	Term 1	<ul style="list-style-type: none"> ➤ Pre and Post self and shared evaluation documents ➤ Observations ➤ Learning Walks ➤ Pupil Voice ➤ Increased Inclusion/Less exclusion data.
For St Cuthbert’s to achieve Silver Award of RRSA scheme; this will be the vehicle in which our school teaches children about their right as citizens of the world.	Mr Delaney RRSA Pupil Leadership Group Mrs Vinnicombe	<p>Monthly Right of the Month will be shared and discussed at Assembly by the RRSA group.</p> <p>Termly RRSA will feature on newsletter</p> <p>December 2021 School Values will have been linked to RRSA.</p> <p>June 2021 Achieve Silver Award</p>	<ul style="list-style-type: none"> ➤ Displays ➤ Assemblies ➤ Class Charters – August – Also linked to the Catholic School Charter ➤ Award: Silver. ➤ RRSA meeting minutes.
For nurturing principals to be developed across our Learning Community. Our self-evaluation shows that a focus on ‘understanding that behaviour is developmental’ and ‘All behaviour is Communication’ will be a main focus.	Romy Dunbar – Educational Psychologist. Mr Delaney Mrs Logan	Term 1 August INSET	<ul style="list-style-type: none"> ➤ Staff Survey Data from 2020/2021 ➤ Observations ➤ Post training staff survey ➤ Pupil Voice

-Staff training around two broad themes as identified by our self-evaluation:

- Children's learning is understood developmentally
- All behaviour is communication

- Inclusion data
- Attendance data
- Readiness to learn data – pupil engagement.

Resources and staff development

- CIRCLE
- Child's Plan
- TEAM Child Cards
- GDSS paperwork
- WTA collegiate time.
- Support from Psychological Services
- UNICEF website and resources
- aBiC resources

Ensuring wellbeing, equality and inclusion – 3 Year Strategic Plan

<p>2018/2019 – EXPLORE-DELIVER</p> <ul style="list-style-type: none"> ➤ Whole school community agreement of school vision, values and aims. ➤ Formation of Relationship Policy – based on Paul Dix. -Recognition Boards 	<p>2019/2020 - DELIVER</p> <ul style="list-style-type: none"> ➤ Introduction of Team Child (Louise Bomber) ➤ Review of ASN processes: Child Plans, WAPS, and shared leadership around this. 	<p>2020/2021 - DELIVER</p> <ul style="list-style-type: none"> ➤ COVID recovery and responding. ➤ Attempted to introduce and develop CIRCLE but lockdown delayed this (moved to 2021/2022). ➤ Increased identification of barriers to learning such as dyslexia. ➤ Creation of Equalities Policy – Shared with Families. <p>Sustained and Further Developed:</p> <ul style="list-style-type: none"> ➤ Team Child ➤ Relationship Policy and School Values
<p>2021/2022 – DELIVER/SUSTAIN</p> <ul style="list-style-type: none"> ➤ Fully develop and embed CIRCLE toolkit. ➤ Develop approaches to teaching Children’s Rights. ➤ Ensuring that this is being used holistically to transform whole school communication systems. CIRCLE should also be used on a targeted basis when creating child plans and WAPS. ➤ Develop two identified Nurturing Principals that staff feel they would benefit from extra training on. <p>Sustain and Further Develop:</p> <ul style="list-style-type: none"> ➤ Identification and support for dyslexic 	<p>2022/2023 - SUSTAIN</p> <ul style="list-style-type: none"> ➤ Sustain and further develop approaches to children’s rights – working towards UNICEF awards scheme. ➤ IDL focus on Diversity and World Faiths ➤ Achieve LCFE award 	<p>2023/2024</p>

<p>learners, primarily at P4.</p> <ul style="list-style-type: none">➤ Team Child➤ Relationship Policy➤ Nurturing Principals➤ HWB pathway and assessment.➤ Diversity – Gender – Books in Classes to support. Continue to link to DYW.➤ Increase more opportunities for clubs and extra-curricular activities.➤		
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No. Priority 4- To strengthen approaches to IDL, creativity and employability through a skills based curriculum.

4 To strengthen approaches to IDL, creativity and employability through a skills based curriculum.

1.3 (Leadership of Change) 3.3 (Increasing creativity and employability)

NIF: Teacher Professionalism. Assessment of children's progress. School improvement.

Tasks to achieve priority	Who is Responsible?	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>To ensure a progressive and coherent IDL framework is in place for August 2021 (work has been done during 2020/2021 to develop this)</p> <p>.The IDL pathway will ensure that the four contexts for learning are planned for to ensure coherence and relevance.</p> <p>-IDL learning will be explicitly linked to our St Cuthbert's Skills.</p>	<p>Mr Delaney Class Teachers</p>	<p>August</p> <p>-Shared Planning each term</p> <p>-Tracking Meetings</p>	<ul style="list-style-type: none"> ➤ Staff views ➤ Tracking meetings ➤ Forward Planning discussions. ➤ IDL floorbooks/displays ➤ Learning Conversation ➤ YOOCs – Yearly Overview of Contexts ➤ TOOCs – Termly Overview of Contexts
<p>'Create Academy' will allow children to spend a term focusing on a different expressive art skill. This will be timetabled each week for an afternoon. Each teacher will take a different aspect of expressive arts and develop this as a specialism. This will reduce workload.</p> <p>Planners will make the St Cuthbert's Skills being developed explicit.</p>	<p>Mr Delaney Mrs Somerville Class Teachers</p>	<p>Terms 1, 3, 4</p> <p>-Shared Planning each term</p> <p>-Tracking Meetings</p>	<ul style="list-style-type: none"> ➤ Staff views ➤ Tracking meetings ➤ Forward Planning discussions. ➤ Learning Conversation ➤ Displays ➤ YOOCs – Yearly Overview of Contexts ➤ TOOCs – Termly Overview of Contexts

Resources and staff development

- Border Art Pack resources
- Drama Box
- Music – Cheranga
- St Cuthbert's Skills Set
- Timetables
- CLPL

- WTA – Forward Planning Time.

Creativity and Employability – 3 Year Strategic Planning

<p>2018/2019 - EXPLORE</p> <ul style="list-style-type: none"> ➤ Introduce Master Classes – this will replace Golden Time and ensure that all children had an equitable experience. ➤ Children to engage in sessions with a focus on developing key skills for learning, life and work. ➤ Self-evaluation of current IDL approaches. 	<p>2019/2020 – EXPLORE - DELIVER</p> <ul style="list-style-type: none"> ➤ Review and refine Master Class approach. ➤ Introduction of IDL pathway with bundled Es and Os across broad cross-cutting themes. 	<p>2020/2021 - DELIVER</p> <p>RECOVERY YEAR</p> <ul style="list-style-type: none"> ➤ Introduction of IDL and HWB floorbooks to encourage pupil voice. ➤ Introduction of DYW skills characters – Pupil led. ➤ Skills folders for DYW introduced.
<p>2021/2022 - SUSTAIN</p> <ul style="list-style-type: none"> ➤ Revisit IDL pathway ➤ Introduce ‘Create Academy’ to develop teacher knowledge in one area of expressive arts. Develop assessment approaches around this. 	<p>2022/2023</p>	<p>2023/2024</p>

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Pupil Equity Fund Plan 2021/2022

Proposed Activity/Spend	Cost	Intended Impact
2 for 1 Probationer Teachers	£39,000	Both probationers will be placed in classes where attainment is already good. This will then release both Principal Teachers from full time class commitment and will allow them to focus on raising attainment across the school through: -Targeted Intervention Groups -Modelling good practice for teachers -Ensure that children with Additional Support Needs are having their individual needs met.
1 FTE CDO	£14,000 (We are 'topping up' from a substantive SflW post that we are entitled to.	To work with a targeted group of children across P1-3 to raise attainment and to promote inclusion.
1 FTE SFLW	£19,000	-To support reading recovery across the school using our Rainbow Readers programme. -To support inclusion in the playground -To work with targeted children for learning support, as directed by the class teacher.
3 hours per day of Inclusion Support Officer P5-7	£12,000	-To work with an identified group of under achieving children in P5-7 to support with learning each morning (Literacy and Numeracy targeted support). To develop resilience in this group of children.
Pinkston Basin – Blairvadach	£2000	For P6 children to attend an outdoor learning experience for one week in September at Sighthill's Pinkston Basin. This will allow them to gain their John Muir Award, therefore allowing them to achieve something beyond the classroom.

