



**St Michael's Primary School
an Attainment Challenge school**



Strategic Improvement Plan August 2016 – June 2017

Our Vision, Values and Aims

OUR VISION

At St Michael's Primary School, in partnership with parents and the school community we aspire:

Through a caring approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work in the 21st century, nurturing every child to reach their full potential.

OUR VALUES

The school community has identified the following values which reflect the important principles on which we base all our decisions:

- Respect
- Honesty
- Self Esteem
- Ambition

OUR AIMS

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

School Leadership

The Quality and impact of leadership within schools and at all levels

Next Steps

- Increased participation in leadership programmes

How will we get there?

What?	Who?	When?	HGIOS 4
Share practice and experience of leadership of learning within own schools	Teaching staff SMT	Aug – Dec 2016	1.2 Leadership of learning 1.3 Leadership of change
Promotion of Leadership programme	SMT	Aug 16 – June 17	1.2 Leadership of learning 1.3 Leadership of change

Evidence we will gather and monitor:

- Records from collegiate meetings
- Self-evaluation of schools of HGIOS 4 QIs 1.2 and 1.3
- Number of staff undertaking Leadership Professional Learning opportunities
- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Leadership projects undertaken by staff
- PRD discussions with staff

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Next Steps

Implement professional learning which has been shown to have had an impact in Attainment Challenge Schools during Year 1

Continue to develop staff knowledge and confidence in effective use of the GIRFEC Pathway

What?	Who?	When?	Links
Develop staff knowledge of SEAL planning, learning, teaching and assessment approaches in P1 and P2	SMT Class teachers CMO (Numeracy)	October 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Introduce GIRFEC Pathway – practice and procedures	SMT	Aug 2016 – June 2017	1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
Develop staff knowledge of Active Literacy methodology in P1 - 3	SMT Class teachers CMO (Literacy)	December 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Develop use of Literacy Toolbox to support identified pupils	CMO (Literacy) Class teachers Support for Learning teacher	August 2016 – June 2017	2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Develop staff knowledge of most effective learning and teaching strategies through attending Visible Learning professional learning opportunities	AC Team EPS SMT	September 2016 – March 2017	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
<p>Evidence we will gather and monitor:</p> <ul style="list-style-type: none"> • Self-evaluation of schools of HGIOS 4 QI 1.2 Leadership of learning, 2.3 Learning, teaching and assessment and QI 2.3 Personalised support • Opportunities for and impact of, professional learning opportunities • Observations of learning and teaching • Discussions with learners • Discussions with teachers/Progress meetings with staff • Notes from collegiate meetings • PRD discussions 			

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Next Steps

Build effective working partnerships with Family Support Workers and link CLD staff

Ensure that a co-ordinated response to Family Learning is taken forward with partners

What?	Who?	When?	Links
Develop relationships between school staff, parents, family Support Worker and CLD link worker	School staff FSW CLD staff	August 2016	2.5 Family Learning 2.7 Partnerships
Develop Family Learning opportunities	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Extend opportunities for parents to be involved in school events and improvement planning	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Involve Family Support Workers in planning support for pupils, as appropriate	Support for Pupils co-ordinator FSW	August 2016 – June 2017	2.4 Personalised support 2.5 Family Learning 2.7 Partnerships
Provide opportunities for parents/carers to learn more about Active Literacy/Literacy Toolbox/early numeracy/mental agility/reading for pleasure	School staff CMOs CLD staff FSW	September 2016 – May 2017	2.5 Family Learning 2.7 Partnerships

Evidence we will gather and monitor:

- Feedback from Parent Council meetings
- Self-evaluation of schools of HGIOS 4 QI 2.5 Family learning and 2.7 Partnerships
- Attendance at Family Learning events, progress meetings, review meetings
- Feedback from parents attending school events
- Quality and impact of Family Learning events
- Minutes of meetings with partners
- Questionnaires from inspections and self-evaluation visits
- Evidence of parental involvement in School Standards and Quality Reports and School Improvement Plans

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Next Steps

Take forward literacy and numeracy strategies to raise attainment for all pupils.

Target interventions to work towards closing our gap in attainment linked to deprivation.

Take forward strategies to improve children's health and wellbeing.

Raise staff awareness of National Improvement Framework.

What?	Who?	When?	Links
Support staff in the use of data to monitor children's progress	SMT Seemis Dev Officer Data officer QIOs	October 2016	2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement
Using available data, identify target groups of pupils for specific interventions	SMT AC team Support for learning teachers	August 2016 – September 2016	2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement
Introduce common tracking system, based on agreed aspects of learning	SMT Class teachers Data officer	August 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Participate in professional learning to further moderate standards within the school, cluster and across the Authority	SMT QIOs Class teachers	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Raise awareness of national and local guidance on how to report on the NIF and the use of HGIOS 4.	SMT	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Evidence we will gather and monitor:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7
- Pips scores and progress in learning
- School assessment information for literacy, numeracy and HWB
- Attendance of identified pupils
- Data from Boxall profiles
- Wider achievement awards
- Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement
- Notes from in-service or collegiate meetings
- Authority training on moderation
- Tracking information
- Notes from tracking/progress meetings with class teachers

School Improvement

The overall quality of education provided in our establishment and our effectiveness in driving further improvement.

Next Steps

Develop self-evaluation procedures based on HGIOS 4

Develop staff awareness of National Improvement Framework

What?	Who?	When?	Links
Share national and local guidance as to reporting on the NIF	SMT	October 2016 – March 2017	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Use HGIOS 4 for self-evaluation	All school staff	August 2016 – June 2017	1.1. Self-evaluation for self-improvement

Evidence we will gather and monitor:

- Feedback from Pupil Voice groups
- Feedback from parents
- Self-evaluation activities based on HGIOS 4 QIs
- Notes from in-service and collegiate meetings
- Information from tracking system

The development of our Curriculum

Next Steps

Develop our Curriculum Rationale

Begin review of curriculum based on Curriculum Rationale

Extend use of Interdisciplinary Learning

What?	Who?	When?	Links
Analyse feedback from stakeholders to create Curriculum Rationale	SMT	August 16	1.3 Leadership of Change 2.2 Curriculum
Following sharing of Curriculum Rationale, begin to review curricular programmes, commencing with Literacy, Numeracy and Health and Wellbeing	All staff	September 2016 – June 2017	1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment
Areas identified within <i>Teacher Professionalism</i> section. See Action Plan for School Review.	All staff	August 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Interdisciplinary learning to be extended beyond class topic experiences	All staff	August 2016 – June 2017	2.2 Curriculum 2.3 Learning, Teaching and Assessment
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Evidence we will gather and monitor:

- Self-evaluation of schools of HGIOS 4 QI 1.3 Leadership of Change, QI 2.2 Curriculum , QI2.3 Learning, teaching and assessment and 3.2 Raising Attainment
- Observations of learning and teaching
- Discussions with learners
- Discussions with teachers/Progress meetings with staff
- Notes from collegiate meetings
- PRD discussions
- Pupil Learning Conversations

Ensuring wellbeing, equality and inclusion

Next Steps

Develop staff understanding of GIRFEC pathway and Child's Plan

Continue to develop/embed nurturing approaches throughout the school

Monitor and improve attendance through implementing the new Attendance Policy

What?	Who?	When?	Links
Share authority guidance on GIRFEC pathway with all staff	SMT	August 2016 – June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Develop use of Child's Plan to support pupils	SMT Support for Learning teacher	August 2016 - June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Continue to develop staff knowledge and expertise in nurturing principles.	CMO (Nurture) Nurture teacher All school staff	August 2016 – June 2019	2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Raise awareness of new attendance policy with staff	SMT	August 2016 –	2.1 Safeguarding and child

and parents. Implement new attendance policy, using targeted interventions to support improvements.		June 2019	protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
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Evidence we will gather and monitor:

- Levels of attendance and number of exclusions
- Performance of LAC and ASN pupils
- Planning for pupils
- Notes from review/planning meetings
- Discussions with pupils, parents and staff
- Notes from collaborate meetings