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| ***St. Paul’s Roman Catholic Primary School***  ***\\prcentralnas\StPaulsRCPS\All Staff\School Badge\badge colour small.bmp***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | ***190*** | | | | | **FME** | ***23%*** | | | | | **Attendance (%)** *93.13%* | **Authorised** | **4.31%** | **Unauthorised** | **2.56%** | | **Exclusion (%)** | ***0%*** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | ***£54,040*** | | | |   **St Paul’s RCPS School Values**  Our Values were created with the whole school community in 2016 and all children know and refer to them. Our Values form the basis for our whole school positive relationship policy. Our values are:   * Love * Respect * Honesty   **Vision**  Our Educational Philosophy is:   * To inspire all members of the school community to reach their potential across the four capacities and to develop a thirst for challenge. * To encourage pupils to develop responsibility, attain academically and achieve through lifelong learning. * To create a school environment based on Gospel values, that is welcoming, inclusive and celebrates the dignity and unique experience of each person who is made in the image and likeness of God. * Acknowledging and supporting parents as the first educators of their children. * This philosophy will be achieved by maintaining and developing the positive partnerships between home, school, parish and the wider community. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Focused Priority: Ongoing school recovery with increased capacity for home learning and/or blended learning** | |
| NIF Priority  Improvement in attainment, particularly in Literacy and Numeracy and including online learning.  NIF Driver  Assessment of Children’s Progress  Performance Information  School Improvement  Teacher Professionalism | HGIOS 4 Quality Indicators  1.3- Leadership of change  2.5- Family Learning  2.6- Transitions  3.1- Improved wellbeing, equality and inclusion |
| **Progress:**   * Use of Seesaw across all classes as the main platform for online learning. As well as supporting learning and teaching, Seesaw also enhanced communication with parents and supported the Headteacher to have robust quality assurance processes across the school. After lockdown TEAMS was also used in P7 to prepare them for High School and to develop their IT skills further. * Leadership opportunities were provided for two staff who became Seesaw Ambassadors. * Agreed shared expectations for remote learning ensured a consistent approach to delivery of remote learning across the school. All staff planned and implemented 3 main tasks a day to promote learning and teaching in Literacy, Numeracy and one other curricular area. Across the school week, a breadth of the curriculum was covered. These increased expectations provided more focus on progression in learning compared to the first lockdown. * All staff were committed to providing high quality online learning. Through QA processes and sharing of practice it was evident that a variety of learning and teaching approaches were being used across all classes. * All online lessons included LI SC and feedback was given in relation to these. * Engagement figures were gathered and analysed by the Headteacher and acted upon by the Class Teacher. School had many approaches for dealing with non-engagement from a few children. These included garden visits, telephone calls, TEAMS meetings, parental support programmes, delivery of IT resources and pupil work packs and daily wellbeing check ins via Seesaw in video, message and voicenote form. * Children not on track in reading and numeracy were identified across the Primary 2, Primary 3, Primary 3/4 and Primary 4 classes. Teachers identified groups of children who would benefit from intense targeted support. PT worked alongside Covid Recovery Teacher (CRT) to devise assessments and a robust programme of work. CRT and PT met regularly to discuss progress and to plan next steps in learning and teaching. CRT updated Class Teachers throughout the targeted support period. * Comparative data from identified groups of children who were not on track in reading and numeracy received intense targeted support using school devised assessments created using the Benchmarks. This work has been continually monitored to measure impact on attainment and progression in learning. * Improvement work led by PT demonstrated strong collegiately. All work was underpinned by research and reading. This work was commended during this difficult school year. * Evidence of strengthening professional relationships across the school. * Increased professional dialogue and engagement with evidenced based reading in relation to Literacy and Numeracy which supported a shared understanding for improvement work. * Leadership of the school to balance operational aspects of the school and continue to drive aspects of improvement focused upon improving outcomes for children. | |
| Impact:   * A consistent approach to online learning was identified and our ‘engagement in learning’ percentage increased by 17% to 82% compared to the first lockdown in March 2020. Our overall ‘engagement in school’ percentage increased by 9% to 96% compared to the first Lockdown in March 2020. All parents were connected to Seesaw and most parents across the 8 classes used Seesaw tools (written message or voicenote functions) to communicate to the Class Teacher/HT/PT.   Comments from parents through questionnaires   * *I am really happy with everything, I think St Paul’s have done/are doing a fantastic job and I think seesaw is a great app.* * *See saw is very easy to use*   In the Second Lockdown a comment from parent whose child did not engaging in First Lockdown   * *Think the school doing really good my son now always using seesaw more now than ever before he interested even after the school day is over* * HT was able to monitor the effectiveness of teaching and learning provided across the school. All teachers provided 3 activities (as a minimum requirement) on a daily basis and almost all of these activities were in line with HT expectations and supported progression and challenge in learning.   Comments from Parent through questionnaires   * Seesaw and online learning is going well. Great lessons with a good mix of live, online and decent activities. * Seesaw Ambassadors provided additional training (in the form of videos, online drop in sessions and exemplar activities) to all Class Teachers and PSA staff which enabled all staff to become familiar with new Seesaw tools and to upskill themselves to deliver high quality teaching and learning videos, activities and instructional supports to both children and parents. All teaching staff showed increased confidence in using digital technologies to support teaching and learning.   Comments from parents through questionnaires.   * *Her teacher has been amazing and has answered any question we have put to her. All the support from the school has been great* * Our staff became so skilled in the use of Seesaw that they also delivered Seesaw sessions for staff in other schools and one ambassador (P7 teacher) delivered an In Service session for a whole Cluster in West Lothian * A breadth of the curriculum was delivered and incorporated all curricular areas in every class. This was an improvement that was implemented to ensure consistency of curriculum delivery across all classes in the second lockdown. * In the first lockdown across the school most classes had LI SC for Numeracy and Literacy. In the second Lockdown all lessons in Numeracy Literacy and BGE activity included LI SC. The further impact was that the learning was more focused for children and parents at home. All teacher feedback was specifically related to SC and highlighted next steps in learning.   Comments from parents gathered through questionnaires:   * *The feedback he receives always spurs him on to improve* * *The feedback given, which related to the success criteria, helped my child realise how well he had done and allowed him to reflect using the traffic light system* * All classes were delivering video teaching sessions as per parental requests and at least one weekly class meeting. This enabled a further virtual check in and opportunities for Class Teachers to observe pupils and answer questions in relation to work that had been set. Almost all children in 6 classes engaged whilst most in 2 classes attended.   Comments from parents gathered through questionnaires which informed our future planning:   * *Interaction with teachers by posted videos, I think keep them more connected. For example hearing teachers explaning the tasks. Girls love this more than some strangers on the web.* * *I think use are doing a great job. I think there is a good balance of activities and not too many to over whelm them. I think the challenges are just the normal and that they are not with all their friends in class. (My child) loves to hear her teacher and it's good that she can hear the instructions rather than me telling her.* * *I think the interactive videos are fantastic and really engage the children.* * *(My child) really enjoyed the online assembly and really enjoyed seeing everyone. I feel more meetings like this would be beneficial for the children's wellbeing* * *My child would benefit from meeting with her own class online. That would improve her attitude and keep more motivated and supported as well.* * Using our assessment information when we returned to school, Class Teachers in P2, P3, P3/4 and P4 were able to identify gaps in learning and highlight specific CfE Experiences and Outcomes to revisit and the main teaching points to cover in their class and to specific children. Adaptations were made to teacher planning and tracking information was updated for all children within the targeted support groups. Detailed data from this can be found in the PEF plan, however, in summary:   + In P2 - Most (83%) of the group moved up to First Level in reading following their targeted support sessions.   + P3- All of the group (100%) moved up to First Level in reading following their targeted support sessions.   + In P4 – The majority of the group (67%) are due to begin Second Level in August. * Improvement work led by the PT provided a consistent approach across all classes and raised expectations were outlined in terms of lesson structure and the use of varied teaching approaches in both Literacy and Numeracy. All Class Teachers engaged with current research, added to professional dialogue and took part in an Impact Cycle on Number Talks. The effectiveness and evaluation of adding Number Talks to Numeracy lessons were analysed by each Class Teacher and shared with all staff during our Working Parties. | |
| **Next Steps**   * Continue to use Seesaw as an effective teaching, learning and communication tool. Plan to use Seesaw to upload homework tasks as well as for additional learning opportunities. Provide new parents with the Seesaw informative videos to outline expectations and provide support to begin a virtual school learning journey in partnership with their child. * Use current policy making to refresh our Curriculum Rationale and Vison and Aims with the whole school. * Continue to measure impact with identified groups to ensure individuals and cohorts are making appropriate progress. | |

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| |  |  | | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: Reconnecting and promoting Wellbeing of our entire school community** | | | NIF Priority  Improvement in children and young people’s health and wellbeing.  Closing the attainment gap between the most and least disadvantaged children.  NIF Driver  Our Priorities  Parental Engagement  School Improvement | HGIOS 4 Quality Indicators  2.4 – Personalised Support  3.1- Improving wellbeing, equity and inclusion  2.5- Family Learning |   Progress:   * A robust risk assessment was established with union rep and was reviewed and followed by all staff and children * Place prayer, reflection and faith at the heart of our wellbeing programme. * Class lessons and assemblies focused on improving wellbeing. Children were encouraged to connect, be active, to give, to take notice, and to learn. * Family Support sessions (including garden visits, check ins, phone and video calls, Kit Bag, Time for Me and Time for Family) were planned and structured to support families and individuals during lockdown and with online learning. * PSAs were added to the class Seesaw pages for the children they were supporting this enabled them to gain access to tasks, activities and video supports that were set for the children. They also had their own Seesaw page to communicate with the parent/carer and child. * Bereavement training was completed and shared across the staff network to support pupils and families who have experienced death or loss during the pandemic. * Wacky Wednesday activities and whole school online events were planned to stimulate learning and creativity and to reduce staff workload once a week. These events lifted the spirits of everyone. * P7 pupils took part in the Shine Mental Health Survey to support mental wellbeing. |
| Impact:   * All staff reported they felt safe procedures are embedded. * 79 % of pupils took part in R.E tasks across online learning and their wellbeing and spirituality were enhanced through prayer. * All classes joined in prayer at the beginning and end of the school day. The majority of children posted videos of them saying their prayers/typed up prayers to begin and end the school day. * Almost all children engaged in St Paul’s Day activities which incorporated RE themes. * All teachers gave daily opportunities for children to reflect on their wellbeing. Any concerning negative responses were referred to SMT and acted upon. * Almost all families nominated to receive family support or those who requested sessions, engaged on a weekly/two weekly basis. The support programme was a success and almost all 100% parents who were supported commented on the effectiveness and benefits of taking part. * Parental Impact comments: * *St Paul's are and continue to be supportive of both my child and myself and I commend them all on their hard work throughout such a difficult time* * *Very happy with the schools performance and communication all the way through this pandemic* * *The school is doing extremely well with online learning for the children during this difficult time* * *The support my child and I have received from ….. has encouraged open communication and has given us a chance to explore our feelings together. I can’t thank her enough.* * All PSA staff took part in Glow training in relation to Health and Wellbeing. This training supported 8% of pupils across the school.   Pupil quotes:   * *I can focus much better when Mrs X phones me to help me to do my work.* * *I like when Mrs Y helps me with my work on Seesaw.* * Although all PSAS have undertaken advised reading regarding bereavement, 60% of PSA staff have now received official bereavement training and are supporting identified parents and pupils (2.5%) with tasks in school and at home. All of these pupils now feel supported to discuss and share their emotions. * Through the implementation of Wacky Wednesday, our engagement figures increased by 5% on those days and captured almost all of the children who had previously been non engagers. * Although the Shine Survey has been undertaken and there is data gathered to help identify areas of support this has not been actioned yet. |
| **Next Steps**   * Plan for weekly R.E based assemblies for both the infant and upper classes with a focus on spirituality, prayer, reflection and meditation. * Deliver Edinburgh Council Health and Wellbeing Pack into session 2021-2022 to allow further actions and tasks to be undertaken. Evidence will be gathered and impact measured. * Continue to support identified pupils with support sessions, bereavement workshops, recommence Seasons for Growth, to enable all pupils to receive targeted support when and if they require these. * PSA staff to share good practice gained from health and wellbeing training and upskill new staff. * Employ more PSA hours through PEF to provide further support to a higher number of pupils. * Evidence from Shine Survey to inform Cluster Health and Wellbeing plans for next session. |
| **Attainment of Children and Young People** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Reading | Writing | L&T | Numeracy | | P1 | 81% | 81% | 81% | 81% | | P4 | 64% | 64% | 92% | 69% | | P7 | 80% | 80% | 80% | 80% | | Overall | 75% | 75% | 84% | 77% |   We have robust and detailed tracking systems in place and we use a range of assessments to inform our teacher declaration including BASE, SNSA, CfE, Lexia and teacher devised assessment.  Our tracking system allows us to track each child’s learning journey and enables us to identify children who are on track, ahead or not on track. Children who are not on track are included in our targeted support groups or receive Support for Learning.  Our attainment has fallen since before COVID. Our Numeracy has dropped 12%, Writing 14%, Reading 13% and Listening and Talking 4%.  However, we have exceeded our stretch targets based on our school context for 20/21 in Literacy by 13% and in Numeracy by 12%.  Now that we have additionality money we plan to continue to continue to run our targeted support groups when we return in August. |
| **Evidence of significant wider achievements** |
| * All children take part and contribute to weekly assemblies. * Pupil voice is gathered and heard relating to school improvement priorities and views are added to refresh our Curriculum Rationale. * Garden visits and a robust support programme were completed with all pupils who were non engagers or had low engagement (2.5%) during lockdown periods. * Virtual events including World Book Day and Health Week enabled pupils to develop confidence, perseverance and individual skill sets and encouraged a displaying of talents to earn points for their school House. A sense of accountability and ownership were also developed and almost all children who took part demonstrated a good teamwork ethic. * Virtual Kit Bag, Family Time and Time for Me sessions were offered to families and individual children throughout lockdown. Teachers nominated children for these sessions and spaces were also allocated based upon parental request. * All P7 children attended Dalguise Outdoor Centre for one day in May 2021 and this encouraged teamwork, raised confidence levels, opportunities to overcome fears/achieve targets and accomplish specific, personal achievements. Amongst other staff, the school janitor used his holidays to accompany the children also which helps to build staff/pupil relationships and strengthen our school community. * All P7 children engaged with the Bandlab Music programme where the children used IT to develop their skills in music and write their own composition. * All P7 children took part in an IT virtual coding group on TEAMS with other children from the Cluster. * All P6 children took part in a virtual athletics tournament in April 2021 and were placed 1st for the Glenrothes area. The children were able to develop their athletics skills, build on their resilience and engage in friendly competition with schools in the local community. |
| **What have been the success and challenges of school/setting closure period** |
| * Using Seesaw with all classes. P7 using a mixture of Seesaw and TEAMS to prepare them for High School. All classes have a weekly (minimum) Teams meeting to touch base about learning and focus on Health and Wellbeing. * A literacy, numeracy and BGE activity were set each day. Challenge activities were available (or choice of activities) for those that would like to do more. * All lessons shared LI and SC * We had an agreed tracking system in place and tracked pupil engagement since week one. * We agreed as a staff that, at a minimum, we would term engagement in learning as completing one piece of learning per day. For children who were completing 5 or more learning activities in a week we decided to term as ‘**engaging in learning’.** * Children who were not completing 5 Seesaw tasks but were messaging the teacher through Seesaw/ working with a PSA/engaging in Health and Wellbeing tasks through the Seesaw Time for Me Class/coming along to the TEAMS assembly we termed as ‘**engaging with school**’ * Staff used a varied of approach to teaching via Seesaw through videos, PowerPoints, photographs, links to videos online etc. to teach new concepts or progress learning. Most literacy and numeracy activities were differentiated for each group and chilli challenges were used. This is monitored closely by staff to ensure children are challenging themselves appropriately. * Staff were feeding back using the voice function or written comments on each piece of learning daily. Feedback from the teacher was related to the LI and SC. HT and PT are also giving feedback to children in this way. * Time for Me class on Seesaw run by a PSA with a remit of Health and Wellbeing for individuals and families who may be struggling emotionally. Virtual Kitbag also delivered by this PSA to these children and families if required. * Whole school activities, for example, Health Week and St Paul’s Day were carried out online. class. * Live assemblies on TEAMS each week with SMT focusing on wellbeing and RE.   **Engagement figures**   |  |  |  | | --- | --- | --- | |  | **Engagement in Learning** | **Engagement with School** | | **First lockdown** | **64%** | **90%** | | **Second lockdown** | **82%** | **96%** | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 12 | | Additionality in staffing | 1FTE |   What impact have these resources had on improving the outcomes of your children and young people?  For most children (87%) who were supplied with IT there was an improvement in engagement particularly for the virtual event days and assemblies/TEAMS check ins. However only for the minority of those children (17%) could subsequently be termed as engaging in learning (completing one set tasks each day)    In St Paul’s we were given a 1FTE teacher for the year. As we had 2 members of staff shielding our additionality was used to cover. Our teacher also supported teaching and learning full time in school during lockdown to assist Key Worker children and Vulnerable children across the school. Towards the end of April, when shielding ceased and one member of staff returned, we were able to employ the teacher to cover NCCT and assist with our identified groups who were not on track with their learning. This evidence is reported in the PEF section of this report as our staff released through PEF worked with both PEF children and those who were below expected levels of attainment from each class together . |
| **Attainment Scotland Funding Evaluation (PEF)** |
| Progress:   * As outlined above, our COVID Support Teacher had a short period of working alongside our PT and PEF PSAs to support the delivery of our targeted support sessions for children who are in SIMD decile 2 and 3 and for others who were not on track to raise attainment in reading.   Working with Osiris on the Visible Learning programme   * Further extended pedagogy of staff with the resulting impact of raising attainment. We developed a clear and shared picture of the type of learning and the associated characteristics of a good learner. * Professional dialogue and a sharing of practice around quality and effective LI/SC which allow pupils to take ownership of their ownership of their own learning and become assessment capable learners * Pupil and family voice were included in the creation of the learning dispositions. Leaflet created for parents. * A focus group of P5-7 pupils identified successes and next steps in our Visible Learning journey * Our learning dispositions were created and launched by the P7 pupils through films they produced during our virtual whole school assemblies. Activities for each Learning Super Hero were posted on Seesaw and House points were awarded for effort and achievement across the school. * A Visible Learning policy was created to support on going practice and to outline expectations and overall achieve a consistent approach. The policy emphasises the rationale and components of the Visible Learning approach. * The purchase of INCAS assessments for P2, P3, P5 and P6. This information provided us with good evidence to support teacher planning and deliver targeted support. * Additional PSAs delivered our Health and Wellbeing programmes and targeted support to increase attainment. The progress and impact is detailed in our Improvement for Recovery work above and below in the graphs. |
| **Impact:**  Graphs denoting the improvement from our targeted support groups.     * All PEF pupils in our P2 targeted support group made improvements in Reading and all moved on to the next CfE level in line with the results. * The percentage of added value between the pre and post assessments ranged between 12% and 44%      * All PEF pupils in our P3 targeted support group made improvements in Reading and all moved on to the next CfE level in line with the results. * The percentage of added value between the pre and post assessments ranged between 13% and 40%        * All PEF pupils in our P3/4 targeted support group made improvements in Reading and they will all move on to the next CfE level with these results. * The percentage of added value between the pre and post assessments ranged between 26% and 45%        * All PEF pupils in our P4 targeted support group made improvements in Reading and they will all move on to the next CfE level with these results. * The percentage of added value between the pre and post assessments ranged between 6% and 29% * In the focus group all of the children were able to articulate what a good learner was in St Paul’s. Almost all children were able to describe qualities and give examples in relation to our Learning Super Heroes. In previous years’ focus groups all children spoke about what they were’ doing’ and in broad, general terms. For example, “We are doing maths”. This year almost all children in the focus group used the term ‘learning’ and were more specific in their answers, for example, “I am learning how to use protractors to measure different angles.” * All staff contributed to creating a bank of LI/SC resources to enable a sharing of good practice. In the focus most of the children discussed their learning and next steps in relation to the SC for example, “I check my learning Intention and success criteria so I know what I am learning.” Children have greater ownership of their learning with a key focus on success criteria and progression particularly in writing and number. * Shared language of learning has been communicated to all parents, further involving them in their children’s learning. Learning dispositions terminology is mirrored at home and in school. * Strong collegiality was demonstrated in the development of our Visible Learning Policy. This has been developed and shared with all staff giving a sense of ownership and detailing our approaches for reference, for new staff and as a means to form part of our Curriculum Rationale. * Unfortunately we completed our INCAS assessments promptly after the first lockdown so it was out of date when we returned after the second lockdown |

**School/Setting Name St Paul’s RC PS**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Very Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in Numeracy and Literacy | | | | | |
| **Focused Priority: To raise attainment in numeracy and literacy in P1, P4 and P7 by June 2022 with a focusing on Visible Learning and improvements in feedback and assessment** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | | NA | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| To improve numeracy attainment across the school by 12%  To improve Writing attainment across the school by 14%  To improve Reading attainment across the school by 13%  To improve Listening and Talking across the school by 4%  This would bring our attainment back to pre COVID years and exceed our stretch targets for 2023/2024  In our Visible Learning journey to develop our children to be assessment capable learners, staff will focus on improving feedback methods across the school to improve learning (attainment) evidenced through Impact Cycles.  To develop a robust programme of assessment approaches across the school to allow us to track and monitor pupil attainment more effectively and provide timely for pupils. | Targeted support for children who are not on track particularly in P1, P4 and P7.  Benchmark assessments will be devised in these areas and a programme of work undertaken by the children. Pre and post assessment results will track progress and identify next steps in learning.  Staff to engage with research surrounding effective feedback to inform their practice.  Feedback Impact Cycles completed by each class teacher twice in the year.  Questionnaires will be issued to staff and pupils to gauge understanding of feedback and the impact it has on learning  Learning Conversations with a focus on feedback will be completed in Term 1 and Term 4 to make a comparison.    Extend teacher’s understanding of High Quality Assessments.  Lead staff will undertake Education Scotland QAMSO training and be part of the Kirkcaldy Assessment and Moderation group  A bank of assessments will be created and moderated.  Create an assessment calendar for use across the school to enable consistency in all classes. | PT/Additionality Teacher/PSAs  VL impact coach – Mrs Ripley P6.  Osiris Programme/instructor  PT  HT  Class Teachers  QAMSOs  PT  Leona Tindal P1 teacher  Head Teacher/PT in collaboration with all staff  Head Teacher/PT in collaboration with all staff | | Children will make improvements in the reading/writing/numeracy assessment and will move on to the appropriate CfE stage/level  All staff will extend their understanding of feedback and improve the feedback they provide across the curriculum. Feedback research evident in all classes and observed during class visits. Children will be able to use feedback to improve and articulate their learning and this will be evidenced through jotters and learner conversations.  All staff will extend their understanding of assessment approaches and engage with the moderation cycle and evaluate the impact.  Staff will devise and contribute to a bank of assessment resources.  All staff will engage with the assessment calendar and contribute to a consistent approach across the school | Aug 21 - May 2022  Aug 21 – Dec 21  Oct and Jan  Aug 21 and again in May 22  Sept and May  Aug 21 – June 22  November 2021  April 2022 but will be ongoing  October 2021 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  To improve attainment particularly in Literacy and Numeracy | | | | | |
| **Focused Priority:**  **To develop our curriculum rationale to ensure all stakeholders have a shared understanding of the totality of the curriculum delivered within St Pauls** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning and teaching  1.3 Leadership of change | | | NA | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All stakeholders contribute to refreshing our Vision and Aim mirroring previous work completed around the school Values.  All stakeholders contribute to and have a shared understanding of the curriculum rationale, design and ongoing development of the curriculum.  All children are receiving their entitlements to CFE  Almost all children can articulate aspects of our curriculum in St Paul’s | Consult with all stakeholders to gather views and develop and embed our refreshed Vision and Aims.  Survey all stakeholders pre and post consultation on the development of our curriculum rationale to gauge progression in understanding and aspirations for our curriculum.  Ongoing policy development to continue with a particular focus on digital technology.  In line with related documents we will develop our curriculum rationale incorporating stakeholder views and aspirations, school policies and the Catholic Church  Host parental workshops to develop a shared understanding  Through focus groups and questionnaires, gather pupil evidence to demonstrate understanding of the curriculum content in St Paul’s. | HT  PT  All staff  Pupils  Parents  Partners  HT  PT  Chartered Teacher and class teachers with particular area responsibilities  HT  PT  Class Teachers | | All stakeholders will have an understanding and have played a part in the development of our Vision and Aims.  All stakeholders will have an understanding and played a part in the development of our Curriculum Rationale.  Curriculum Rationale produced to inform all stakeholders.  Positive evaluations from parent workshops and questionnaire results showing their understanding of the curriculum in St Paul’s. | October 2021  October 2021-April 2022  June 2022  January 2022  February 2022 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |