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| **National Improvement Framework Priority: Improvement in attainment, particularly in Literacy and Numeracy** | | | | | |
| **Focused Priority: Use of Model for Improvement methodology to collect data, target improvement work and evaluate impact of changes** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 3.2 Raising Attainment and Achievement,1.3 Leadership of Change, 2.3 Learning, teaching and Assessment | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Attainment in reading\* and numeracy\* will improve for all pupils as class teachers are upskilled in using Improvement methodology. (\*Areas have been identified from CEM and SNSA data)  87% of pupils in P5 will reach their expected CfE level and chronological reading age. Current percentage is 77%.  80% of pupils in P4 will reach their expected CfE level and chronological reading age. Current percentage is 65%.  85% of pupils in P4 will reach their expected CfE level in Numeracy. Current percentage is 75%.  All teaching staff will have clear evidence to identify the gaps in learning and proof of the impact of change ideas. They will have a clear understanding of the Quality Improvement Methodology as a roadmap for improvement projects. As a result of this they will use relevant data to inform future planning which will impact positively on attainment levels throughout the school. | Creation of MfI Teams across the school who will engage in training during Terms 1 and 2 and work collaboratively throughout the session with MfI Leads in school.  Teams will apply a range of QI tools and techniques in their practice to understand their systems, gather and organise information, understand variation and identify and test change ideas with rigor to support implementation, spread and scale. Leads within the school will support teachers in their departments. | Model for Improvements Leads within the school (Kerry Taylor, Kirsty McDowell)  Teaching Staff from key areas, P3, P4 and P5 (Katy Holligan, Paula Keenan, Franca Tana, Elaine Lyden, Lucy Foulis, Ashley Wishart)  DHTs  HT  PSAs –targeted groups and individuals e.g. Toe by Toe | | Data gathered will clearly demonstrate evidence of improvements in pupils’ attainment in reading and numeracy.  Quality Improvement tools are embedded within the practice of class teachers.  All class teachers become skilled in using data for improvement, including how to use run charts, and other key quality improvement tools.  Feedback from staff CPD  SLT monitor results, procedures and progress ensuring good levels of pace and challenge.  SfL monitor work of PSAs in supporting groups  PT/MfI Leads monitor the use of the QI tools and support evaluation of data gathering and results  Pupils will reflect on the data gathered to support self- reflection and next steps | August 2021 – May 2022  August 21 - Baseline assessments completed for all pupils.  September 21 to January 22 relevant staff included in Improvement Methodology training with Joleen McCool and Jan Adair.  October 21 Improvement projects begin.  November/December 21 monitoring by SLT and MfI Leads.  February Inset. Groups to feed back to whole staff group on progress made and challenges encountered.  May 22 – Poster created to demonstrate impact |
| **Ongoing Evaluation** | | | | | |
| **This will be updated as part of the ongoing cycle of evaluation and assessment.** | | | | | |
| **National Improvement Framework Priority: Creation of new and Updated Curriculum Rationale** | | | | | |
| **Focused Priority: To reconnect with, develop and improve our Curriculum Rationale within the four contexts for learning. Improve opportunities for children to apply their learning across the curriculum including good links with the local community.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **3.1 Ensuring wellbeing, equality and inclusion**  **3.3 Creativity and employability** | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Our whole school community will have a shared understanding of our Curriculum Rationale and how all pupil needs will be met. This will ensure a shared vision for improvement and a road map as to how to achieve it.  All pupils and staff will feel valued, included and supported which will build on our positive ethos and inclusive practises.  Taking a fresh focus and building on the strengths of our current curriculum, pupils will develop relevant skills for learning, life and work with a key focus on equality and inclusion. This will result in confident, well rounded and responsible pupil body who will be equipped to face the challenges of life.  Digital Literacy, creativity and employability skills are embedded across learning. This will prepare and support the pupils in any future home learning periods and for the world of work.  Improved emotional, spiritual and physical wellbeing for all through our shared school and gospel values and our RE and HWB curriculum. This will have a positive impact on mental health. | Assess and evaluate our current Curriculum Rationale.  Gather views from all pupils, staff and partners to identify where we are now and our priorities going forward.  Create a Curriculum Rationale relevant to the context of St Marie’s, in collaboration with all stakeholders;  pupils, parents, staff, parish and entire school community.  Contact schools in a similar context to St Marie’s to share good practise from each establishment and learn from each other.  Use regular assemblies and SWAY documents to share the stages of development and gather views regarding progress made. | All Pupils  Pupil Groups  SLT  PTs  Teachers  PSAs  Parents, guardians  Priests  Parent Council | | All stake holders have the opportunity to reflect on our present Curriculum Rationale and contribute to the development of a new and relevant one.  Evidence will be gathered using-  FORMS Surveys for all partners  In Service sessions and staff meetings  Pupil Voice- discussions and activities with pupils.  All stakeholders feel that the Curriculum rationale presents the unique views, values and vision of St Marie’s | By October 21 all stakeholders’ opinions will be gathered.  By December 21 the new Curriculum Rationale will be in draft form.  By February 22, the draft will have been shared with pupil groups, staff, priest and parent council.  By April 22 the Curriculum Rationale will be completed and shared with all stakeholders. |
| **Ongoing Evaluation** | | | | | |
| **This will be updated as part of the ongoing cycle of evaluation and assessment.** | | | | | |