

# Loretto RC Primary School Improvement Plan

## 2017-2018



# School Context, Aims, Values

## Vision

At Loretto, our vision is that we help each other to be all we can be where *God's* love is shown through all that we do, so we all may believe in ourselves and achieve every day.

## Values

At Loretto, we learn as we follow our *Gospel* values of love, hope, faith, forgiveness, truth, peace and equality. This helps us to live and learn together and share our individual gifts from *God*.

## Aims

At Loretto, we aim to:

- share an exciting, challenging, meaningful range of learning experiences.
- encourage all children to aim high.
- help and support each other to meet our needs.
- create a community of faith and learning which is safe, caring and welcoming to others.
- develop our community of faith and learning through links with home, school, parish, local and global communities.

## Rationale of Our Curriculum

Our curriculum is based on our shared values and learners' entitlements ( BtC3) and develops the Four Capacities. Our curriculum reflects 'the totality of all that is planned for children'. This includes:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

The Four Capacities underpin the purpose of our planned learning and teaching experiences and our whole school celebrations of achievement. The experiences and outcomes develop the skills and attributes within the Four Capacities.

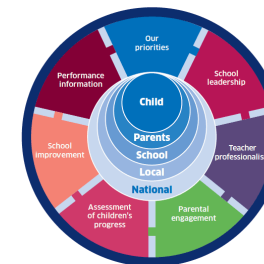
Our children are entitled to and receive a varied curriculum with different experiences and learning at different stages. Our curriculum is supported by school programmes and is coherent from 3-18 as we work closely with our cluster colleagues supporting pastoral and curricular transitions from nursery to P1, P7 to S1. Our developing culture of shared responsibility, working with Musselburgh Area Partnerships, Parent Councils and Musselburgh Cluster and St. David's Cluster, demonstrates our commitment to ensuring coherence, continuity and progression in the Broad General Education and towards the Senior Phase. We regularly welcome secondary school pupils with opportunities for work experience. We offer opportunities for developing skills for learning, skills for life and skills for work in the ethos and life of our school and our curriculum. We encourage the children to share and develop their personal achievements through consistent use of self and peer assessment, reflective learning and profiling. Our whole school assemblies showcase class and individual learning and achievements.

Our curriculum has a strong and continuous focus on literacy, numeracy and health and wellbeing as core subjects, as we believe these are core skills for learning and the gateway to accessing the curriculum in its entirety and providing children with as many possibilities and opportunities as possible. Our interdisciplinary topics provide opportunities for relevance, challenge, personalisation and choice. As a Roman Catholic school our HWB and RME programmes are linked as we believe developing our children's thinking, emotional wellbeing and spiritual development complement each other in this way and reflect seeing the child as whole person.

## National Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2017/18:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



## Local Priorities

### Curriculum

- Implement curriculum frameworks of learning across all schools within the broad general education: Numeracy and Mathematics, English and Literacy, Science, Social Subjects and Health and Wellbeing.
- Develop and implement the curriculum frameworks for Expressive Arts, Modern Languages and Technologies
- Review the curriculum within the senior phase across all secondary schools with stakeholders
- Implement the revised 1+2 Language Plan

### Learning Teaching and Assessment

- Implement the revised policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones
- Continue to engage in ongoing achievement of a level and moderation activities.
- Implement the national standardised assessments

### Leadership

- Shared responsibility for the quality of education of all children and young people
- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

### Self-evaluation for self-improvement

- Developing expertise within our schools, collating and sharing 'what works'.
- Build on and extend our approaches to self-evaluation for self-improvement across our schools
- Monitor and evaluate the impact of the Pupil Equity Fund actions
- Continue to develop approaches to reporting, monitoring and tracking within Broad General Education and DYW
- Implement the recommendations of the ASN review
- Develop a Quality Action Plan for early learning and childcare

### Early Years and childcare

- Develop the Expansion and Implementation Plan 1140 hours by 29 September 2017
- Take forward the Early Learning and Childcare Strategy

### Loretto RC School Priorities


These are based on our self-evaluation of the following QIs:

- 1.3 Leadership of change    2.3 Learning, teaching and assessment    3.1 Inclusion, equality and wellbeing    3.2 Raising attainment and achievement
1. Improvements in attainment in Literacy and Numeracy through improved planning, teaching, learning and assessment, including school and cluster moderation of Achieving a Level and implementation of Literacy and Numeracy Curriculum Framework and Benchmarks.
  2. Improve attainment of the lowest 20% and groups of children identified as experiencing barriers to learning, including the most deprived.
  3. Improve consistency of planning, teaching and assessment of core curricular areas through in school implementation of new ELC Curriculum Frameworks and contributing to further developing Expressive Arts, Modern Languages and Technologies.
  4. Develop leadership **at all levels** through collaborative approaches to self-improvement, partnership working and family learning. ( SEE and Staff Survey)
  5. Develop a quality action plan for nursery to include manageable planning, child plans and practices towards implementation of next phase of 1140hrs Early Learning and Childcare.

Maintain and progress 1+2    Maintain and Develop Pupil Leadership through revised Fridays and Pupil Council    Maintain and Develop Sustainability and Enterprise  
Maintain and Develop Totality of the Curriculum through planned focus months, charity events, HWB opportunities and wider achievement.




**Priority:** Improvements in attainment in Literacy and Numeracy through improved planning, teaching, learning and assessment, including school and cluster moderation of Achieving a Level and implementation of Literacy and Numeracy Curriculum Framework and Benchmarks.

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<ul style="list-style-type: none"> <li>Analyse school data and share with all staff on IS DAYs ( CfE levels , PIPS, INCAS and school assessment data)incl SIMD data</li> </ul>	Performance Information HGIOS 3.2 Raising Attainment	IS DAY	All staff will be aware of targeted children in own class and across the school
<ul style="list-style-type: none"> <li>Train staff on new national standardised assessments</li> </ul>	Assessment of Children’s Progress HGIOS LTA 2.3	WTA 6hrs ELC Training and in house follow up	All staff will implement new standardised assessments
<ul style="list-style-type: none"> <li>Agree time allocations across the school for curriculum areas.</li> <li>Use new core curriculum frameworks and Benchmarks to plan high quality teaching and holistic assessment</li> <li>Teachers will plan all curriculum areas collaboratively within levels</li> </ul>	Teacher Professionalism	Collaborative planning 8hrs KO/MAMCB-lead	Planning and feedback meetings will include use of data to identify and evaluate intervention Class timetables will show a balanced and structured curriculum Across reading , writing and numeracy teachers will develop and collaboratively plan a holistic assessment for each area at least once per block plan
<ul style="list-style-type: none"> <li>Engage in moderation and Achievement of a Level collegiate activities</li> </ul>		WTA NIF 8hrs Planned dates in year	Moderation will focus on benchmarks and teachers will have evidence against these in a variety of formats Model writing-will be gathered to show expected CfE levels for Early First and Second
<ul style="list-style-type: none"> <li>Develop a revised Fabulous Fridays programme to include parental workshops/opportunities in literacy and numeracy.</li> </ul>		IS DAY and DEV HRS IR	Parents will report increased engagement and support from school 80% of families will have attended a workshop or class led event
<ul style="list-style-type: none"> <li>Include planned teaching of Listening and Talking across the school in class weekly timetables.</li> <li>Develop teacher expertise in teaching Listening and Talking</li> <li>Continue to engage with Family Learning through Big Talk homework</li> </ul>		IS Day and Family learning CAT-IR/FR  FR and all IS DAY and 4 Literacy CATs	80% of children will achieve CfE level for L+T at P1 P4 andP7 80% of children will be on track for stage as assessed against Curriculum Frameworks

<ul style="list-style-type: none"> <li>Familiarise/peer audit all classes with POLAAR literacy rich environment tool</li> <li>Develop teacher and staff expertise in identifying vocabulary gaps and improving teaching of vocab through selected use of Highland Literacy resources</li> <li>Review/purchase writing skills resources for general use and intervention</li> <li>Refresh teacher pedagogies in the teaching of writing to complement Big Writing</li> <li>Introduce regular progressive sentence level work for identified groups</li> <li>Team teach identified groups in writing skills (PEF)</li> <li>Allocate sfl teaching time to in class support for extended writing lessons</li> <li>Introduce core reading texts at each stage with teacher guidance policy.</li> </ul>	<p>Teacher Professionalism HGIOS 2.3 LTA</p>	<p>IS DAY and 4 Literacy CATs</p> <p>HT</p> <p>IS DAY STAFF Training</p> <p>IS Day and 4 Literacy CATs FR and Mags</p> <p>IS Day and 4 Literacy CAT-KOR</p> <p>Novels purchased</p>	<p>80% of P1 children will show initial phonological awareness of rhyme and initial letter sounds by end of November</p> <p>P1 and P2 classrooms will have free writing areas in structured play settings. Identified pupils will be tracked using these areas.</p> <p>Writing moderation will show improved sentence structure in both structured lessons and, free writing and across the curriculum, as sampled.</p> <p>Teacher feedback will use ‘close the gap’ feedback based on sentence work and then paragraph work</p>
<ul style="list-style-type: none"> <li>Review and purchase core pupil texts for numeracy</li> <li>Team teach identified groups in differentiated numeracy lessons (PEF)</li> <li>Have a joint focus plan on four operations –mental agility and facility Aug-Oct.</li> <li>Include information on SEAL approach for parents at Welcome Evening and in revised Fabulous Fridays workshops</li> <li>Hold a <b>revised</b> numeracy and maths challenge week in term one to establish motivation and continue to work towards positive growth mind set for maths.</li> <li>Allocate an area of the school month by month for a display of numeracy and maths learning to build pupil confidence. Common areas across the school to show progression.</li> <li>Link Enterprise themes to DYW-P3 establish a class led stationery shop-to provide real context. Maintain P7 pupil led Healthy Tuck shop.</li> <li>Hold termly personal challenges with rewards to encourage speedy recall of learned number work</li> </ul>	<p>Teacher Professionalism HGIOS 2.3 LTA</p>	<p>Collaborative Planning</p> <p>ALL</p> <p>ALL</p> <p>RH</p> <p>IR</p> <p>Class teachers</p>	<p>Pupils will have daily and weekly speed number work to complete with personal targets. Personal speed and accuracy will improve . ( Mental maths jotters to be used)</p> <p>Monthly maths display will show progression and relevance across the school-pupils will be able to articulate this.</p> <p>Improved middle and upper levels achieved for numeracy</p>

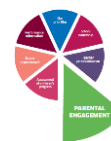


**Priority:** Improve attainment of the lowest 20% and groups of children identified as experiencing barriers to learning, including the most deprived.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>Analyse school data and share with all staff on IS DAYs ( CfE levels , PIPS, INCAS and school assessment data)incl SIMD data</li> </ul>	<b>Performance Information HGIOS 1.1</b> Self evaluation for self improv	FR Sfl	 <p><b>Interventions will be based on data and teacher judgement</b>  <b>Interventions will also be evaluated</b>  <b>Interventions will be planned and well chosen—to link with cluster plan</b></p>
<ul style="list-style-type: none"> <li>Work with cluster and Area Partnership to encourage, monitor and intervene in attendance matters</li> </ul>	HGIO 2.7 Partnerships	HT/Cluster	<p><b>Identified PEF pupils will meet individual targets</b>  <b>Targets will be reviewed each term for all pupils</b></p>
<ul style="list-style-type: none"> <li>Ensure all teachers use Seemis pastoral notes</li> <li>Ensure key staff are trained and use updated Child Action Plans, chronologies and revised GIRFEC Staged Assessment procedures</li> <li>Ensure all children’s views are recorded for SAI</li> </ul>	HGIOS 3.1 Ensuring Wellbeing Equality and Inclusion	FR IS DAY Management time Pupil Council Parent Council	<p><b>SEEMIS IEP will be introduced and used for specific pupils in line with GIRFEC Action Plans</b></p>
<ul style="list-style-type: none"> <li>Focus sfl teaching on acquisition of core literacy skills</li> <li>Focus teaching in P1-3 of writing common words-develop tracked assessment of this</li> <li>Develop an intervention pyramid for use by all teachers</li> </ul>	HGIOS 2.3 Personalised Support		<p><b>All pupils P1-P3 will have tracked writing of core words and show improvements</b>  <b>Bronze P1</b>  <b>Silver P2</b>  <b>Gold P3</b></p>
<ul style="list-style-type: none"> <li>Encourage parental engagement through a revised Fabulous Fridays programme</li> </ul>	Parental Engagement Fam Learning HGIOS 2.5	IR 1 CAT + 4hrs	Parents will reports improved opportunities and support for their children’s learning

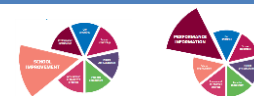


<ul style="list-style-type: none"> <li>• Build staff capacity to support parents in family programmes such as PEEP</li> </ul>	Teacher Professionalism	KC AM	
<ul style="list-style-type: none"> <li>• Develop some parent prompt/hints and tips for supporting children’s learning in literacy and numeracy.</li> <li>• Hold EAL workshops/family events</li> </ul>	Parental Engagement Fam Learning HGIOS 2.5	Literacy- Siobhan and Kate Numeracy-Francesca and Fiona FR	More EAL parents will engage with pupil and family learning
<ul style="list-style-type: none"> <li>• Team Teach a planned programme of writing skills to targeted groups</li> <li>• Team Teach differentiated numeracy lessons</li> <li>• Build vocabulary development through consistent approach to teaching vocabulary across all areas of the curriculum.</li> </ul>	HGIOS LTA 2.3	FR/MAMCB Literacy CATs and differentiated team teaching ( PEF)	Pupils will show increased confidence and skills across the curriculum in Fabulous Friday Family Learning
<ul style="list-style-type: none"> <li>• Review behaviour policy rewards and sanctions in light of inclusive practices and revised Fridays</li> </ul>	HGIOS 3.1 Ensuring Wellbeing, Equality &Inclusion	HT PUPIL AND PARENT COUNCIL	Good behaviour and respect will continue to be evident across the school Individual children and parents will continue to be supported as per required

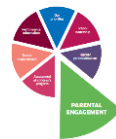


**Priority:** Improve consistency of planning, teaching and assessment of core curricular areas through in school implementation of new ELC Curriculum Frameworks and contributing to further developing Expressive Arts, Modern Languages and Technologies.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>Engage with Benchmarks across the curriculum</li> <li>Engage with all new Curriculum Frameworks</li> <li>Agree and collaboratively plan holistic assessments with reference to Curriculum Frameworks/Benchmarks</li> </ul>	<p>NIF Assessment of Children's Progress HGIOS LTA 2.3</p>	<p>WTA allocation 4 CATS 2 ELC=5hrs 1 Loretto Assessment CAT SSERC/CLUSTER</p>	<p><b>Progression will be evident in termly plans and practice within levels</b> <b>Teachers will report increased confidence and concordance of levels achieved</b> <b>Levels achieved will continue to show an upwards trend</b></p>
<ul style="list-style-type: none"> <li>Develop staff confidence and improve teaching and learning of Science</li> <li>1+2 All teachers to use ELC plans and recommended resources</li> <li>All teachers to timetable/teach own language lesson weekly.</li> </ul>	<p>HGIOS LTA 2.3</p>	<p>1 Cluster meet CAT=2hrs 1 Cluster Showcase+ 3hrs 2 CATS x2 hrs+4hrs</p> <p>Class teachers</p>	<p><b>Improved teacher confidence and skills in teaching science</b></p>
<ul style="list-style-type: none"> <li>Teachers to continue language learning as identified clpl</li> <li>All teachers to host a languages family workshop/event Fabulous Fridays</li> </ul>	<p>HGIOS LTA 2.3  1+2 review</p>	<p>6hrs reserved Lead Siobhan Kinsella</p>	<p><b>Pupils will be able to articulate their progress in learning French</b></p>
<ul style="list-style-type: none"> <li>All teachers to review time allocation to Expressive Arts across the weekly and yearly timetable-hold a family expressive arts workshop</li> <li>Appoint a lead teacher to develop a whole school drama performance for parents in the year. Drama club.</li> <li>Develop pupil wider achievement and wider life of the school through a drama/art club</li> </ul>	<p>HGIOS LTA 2.3</p>	<p>Clare Capaldi-Art FH-Drama</p>	<p><b>Each teacher will show time allocations to each curricular area in weekly timetable-to include languages /expressive arts/science</b></p>



<ul style="list-style-type: none"> <li>Improve technologies practices across the school, including proper use of pupil log ins and familiarisation and usage of new Chromebooks and I Pads for teaching, learning and assessment</li> </ul>		<p>IS DAY Staff meeting 2 hrs KOR</p>	<p>P4-P7 will all be able to log in personally Find and save own work from server</p>
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Priority: 4. Develop leadership **at all levels** through collaborative approaches to self-improvement, partnership working and family learning.  
(SEE and Staff Survey)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Recognise skills of all staff members through collating and developing a model of staff professional development</p> <p>Formally record staff remits and roles</p> <p>Support staff meetings once per term</p> <p>Nursery and management meetings once per term</p>	<p><b>Teacher professionalism</b> <b>HGIOS 1.2</b> <b>Leadership of Learning</b></p>	<p>HT and all staff</p>	<p>Opportunities and fair allocation of whole school professional remits</p> <p>Model of professional learning will be developed</p>
<p>Allocate CLPL time to collaborative sharing and recording against GTCS standards</p>		<p>Staff meeting allocation</p>	
<p>Ensure all staff have an identified area to develop as part of their own CLPL</p>		<p>CLPL PRD and CLPL Linked to SIP</p>	
<p>Find ways to include parents in self-evaluation beyond questionnaire</p>	<p>Parental Engagement HGIOS 1.1 Self eval</p>	<p>HT and LPP</p>	
<p>Review Fridays to include informal opportunities for working with parents in focus groups</p> <p>Include parental workshops in Fabulous Fridays, EAL, Literacy, Numeracy, Reading with your child. Maths in the World, Community safety ( SEE)</p> <p>Work with LPP to deliver Bikeability</p>	<p>HGIOS 2.5 Family Learning</p>	<p>HT/IT and LPP consultation</p>	<p>Trained Parents will lead Bikeability in P6</p> <p>P6 Pupils have increased safety knowledge and skills in cycling</p>



Priority: Nursery . Develop a quality action plan for nursery to include manageable planning, child plans and practices towards implementation of next phase of 1140hrs Early Learning and Childcare

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Ensure all staff are up to date with revised Care Standards and HGIOELC</p> <p>Build staff capacity in developing play and the outdoors through ongoing clpl, e.g. Froebel. Balance Bikes</p> <p>Review the nursery admin/storage</p> <p>Ensure all staff are familiar with Literacy, Numeracy and HWB early level benchmarks and new curriculum frameworks</p> <p>Streamline nursery tracking in line with planned holistic assessment using benchmarks</p> <p>Review/refresh nursery continuous provision and layout</p> <p>Introduce consistent planned teaching of vocabulary</p> <p>Ensure all nursery staff are aware of and using Seemis pastoral notes and chronology as individual Child Plan</p>	<p><b>School leadership</b> <b>HGIOS 1.3</b> <b>Leadership of change</b> <b>HGIOSEL</b> <b>Leadership of Learning 1.2</b></p> <p><b>HGIOSEL 2.3 Curriculum</b></p> <p><b>HGIOSEL 2.1</b> <b>Safeguarding and Child Protection</b></p>	<p>Nursery staff clpl</p> <p>Nursery staff clpl</p> <p>Nursery teacher</p> <p>Liaison with ELC early years officer</p> <p>Nursery teacher</p> <p>Nursery teacher by Sep break</p> <p>FR-GIRFEC overview</p> <p>FR and HT</p>	<p>Nursery self-evaluation evidence will link with common HGIOS themes and corresponding HGIOELC</p> <p>Self-evaluation against new Care Standards will be good or above</p> <p>All staff will be able to articulate the principles of the revised Care Standards</p> <p>All Care Standards statutory training and outcomes will be met through nursery staff clpl</p> <p>Nursery staff training records to be maintained</p> <p>All members of staff will use broad observational assessment linked to holistic assessment principles against benchmarks to track pupil success/ Revised nursery tracker</p> <p>Multi-sensory vocabulary resources and techniques will be evident in shared classroom visits to nursery by HT and FR</p> <p>Number of words used by identified children will increase</p> <p>POLAAR assessment in P1 will show increased phonological awareness from nursery</p> <p>Identified children will be able to join and repeat 3 well known rhymes</p> <p>EAL profiles will show progress by end of nursery</p>
<p>Work with EP and SALT to develop staff and parent capacity in quality interactions for developing talk and vocabulary</p>	<p><b>HGIOSEL 2.7 Partnerships</b></p>	<p>Penny Rackett</p>	<p>Number of words used by identified children will increase</p> <p>POLAAR assessment in P1 will show increased phonological awareness from nursery</p> <p>Identified children will be able to join and repeat 3 well known rhymes</p> <p>EAL profiles will show progress by end of nursery</p>
<p>Continue to work with parents in planned family learning opportunities</p> <p>Form nursery parent focus group to assist in self evaluation and ongoing self- improvement</p>	<p><b>HGIOS ELC 2.5 Family Learning</b></p>	<p>AM</p>	





<b>Session:</b>	<b>Provisional priorities for the following 3 sessions:</b>
<b>2018/19</b>	<b>Review /implement new planning and tracking</b> <b>Implement Exp Arts, Technologies and Mod Langs frameworks</b> <b>Co-operative Learning?-pedagogy to improve outcomes for all</b>
<b>2019/20</b>	<b>Food and Outdoor Learning</b>
<b>2020/21</b>	