

Loretto RC Primary School Improvement Plan

2018-2019



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 (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2018/19:

- **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

East Lothian Council Plan 2017-2022

Reducing inequalities within and across communities

- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy

- Reduce unemployment and improve employability

Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators




Loretto RC Primary School Priorities

These are based on our self-evaluation of the following QIs from HGIOS 4 and HGIOELC

1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement



1. Improve attainment in Literacy and Numeracy, with a particular focus on improved writing attainment through collaborative planning, learning teaching and assessment. This includes using school and cluster moderation of Achieving a Level, Benchmarks and ELC Curriculum Frameworks
Improve consistency of planning, learning teaching and assessment of core curricular areas through in school embedding of existing ELC Frameworks including Science and introduction of new Frameworks
2. Improve pupil and parent shared understanding of learning targets and next steps through revised interactive system
3. Improve breadth challenge and depth in Interdisciplinary Learning
4. Improve scope and use of quantitative data to identify next steps in learning and measure impact and success of all learners with a focus on poverty related gap.
5. HWB- Develop a refreshed and shared understanding and practice of an inclusive school community based on GIRFEC, our RC values and UN Rights of the Child (Circle, RRS and Restorative Practice HGIOURS)
6. Early Learning and Childcare-Using HGIOELC and Care Standards
 - Establish supportive and distributive leadership of nursery with new Senior EY Practitioner
 - Develop manageable, practical and robust self-evaluation of nursery environment and practice
 - Develop outdoor learning and environment
 - Ensure pupil and parent participation in all aspects of early learning and childcare - (improve Learning Stories and Trackers)
 - Develop shared understanding and practice of inclusion and wellbeing in the nursery based on GIRFEC, Care Standard Principles and UN Rights of the Child

Based on SEE survey results-Priority 4 HWB






1. Improve attainment in Literacy and Numeracy, with a particular focus on improved writing attainment through collaborative planning, learning teaching and assessment. This includes using school and cluster moderation of Achieving a Level, Benchmarks and ELC Curriculum Frameworks			
Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Develop new pupil and parent friendly writing trackers based on ELC frameworks and Benchmarks</p> <p>Develop a new system of sharing writing achievements with pupils and parents</p>		Term 1 Writing-2 CAT	 <p>Overall Improved school attainment in writing-80% More middle school pupils P4, P5, P6 will be on track in writing There will be an increase in boys' attainment in writing Pupils will be more confident and articulate about their own learning A shared language of improvement will be evident through trackers and pupil, parent and teacher talk</p>
Ensure each child does a writing task each day			
<p>Staff training /familiarisation with Clicker 7</p> <p>Introduce use of inclusive IT support in all classes for all class writing lesson (Clicker 7)</p> <p>Additional in class support during differentiated literacy lessons</p>		Staff training 2 hrs IS DAY	
<p>Consistent use of EAL trackers</p> <p>Polish language labels/visuals will be used in all areas of the school</p>		PP EAL resource time CT HT/PT review Term 1 or Term 2	
<p>All levels to plan collaboratively a holistic writing and IDL assessment using established model criteria</p> <p>Also Priority3 Improve breadth challenge and depth in Interdisciplinary Learning</p>		Collaborative planning IDL CAT 2x2hrs P1-3 teachers PT/HT-audit advise	<p>Improved evidence of writing across the curriculum-moderated</p> <p>Evidence of HOTS/MTV and challenge in IDL lessons</p> <p>Evidence of planned assessment to main writing E/O and IDL E/O</p>
<p>POLAAR audit and assessment to be carried out in P1 with follow up end of year three minute assessment</p> <p>POLAAR literacy environment assessment to be carried out in all P1-P3 classes</p>			<p>All classes will display literacy common words</p> <p>All display will be well signposted</p> <p>Each class should have some interactive literacy display</p> <p>All classes will have a visual timetable</p>
School writing moderation activities		4X 1 hr moderation-all Jotter sampling-QA	
<p>In class additional support for identified pupils SIMD 3&4 / EAL/boys in writing</p> <p>Improve pace of spelling acquisition through revised use of SWST and spelling rules from P3-two rules per week</p> <p>In class additional support for differentiated numeracy lessons for identified pupils SIMD 3&4</p>		Class teachers SfL teacher PEF SfL teacher	<p>Improved evidence of writing across the curriculum-moderated</p> <p>Improved progress in swst in P5,6 and 7</p> <p>Improved outcomes for SIMD3/4 in numeracy</p>



Improve consistency of planning, learning teaching and assessment of core curricular areas through in school embedding of existing ELC Frameworks and introduction of new Frameworks

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<p>Science-continue to develop consistent high quality teaching of Science using SSERC resources and Frameworks</p> <p>Develop assessment of science Learners to participate in the transition programme:</p> <ul style="list-style-type: none"> Easter Bush STEM transition project, <p>All teachers to show time allocations to all core areas in long term plan and weekly timetable (Weekly timetable may change focus term by term as per long term plan, eg art/drama)</p> <p>Across levels teachers to plan an IDL topic using identified bundles of Es and Os Also Priority3 Improve breadth challenge and depth in Interdisciplinary Learning</p> <p>Termly plans must show planned assessment against ELC Framework criteria</p>		<p>FM-Cluster Remit to undertake the SSERC Primary Cluster Programme in Science and Technology, September 2018 and add learning to the transition programme through continued Science Mentor Group meetings.</p> <p>Cluster CAT 2 hrs School CAT 2 hrs CLPL SSERC Term 1 IDL CAT Collaborative planning</p> <p>HT/PT QA calendar Feedback meetings</p>	<p>More science and technology being done in the classroom including discrete teaching of science – evidence in Forward Planning documents</p> <p>All CTs making effective use of frameworks leading to coherence and progression of science across the cluster.</p> <p>Outcomes range of pedagogic and assessment skills</p> <ul style="list-style-type: none"> improved teacher engagement in science through increased levels of confidence and expertise in science and technology increased pupil engagement, attitude and understanding and knowledge of science and technology develop further the range of pedagogic and assessment skills increased application of higher order thinking skills within science and technology <p>greater collegiality between schools in the cluster</p>



2. Improve pupil and parent shared understanding of learning targets and next steps through revised interactive system			
Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Develop new pupil and parent friendly writing trackers based on ELC frameworks and Benchmarks</p> <p>Develop a new system of sharing writing achievements with pupils and parents</p> <p>Develop a user friendly interactive system to share learning targets and next steps with parents (Nursery link)</p> <p>Use Google Docs to share children's key assessed work with parents</p> <p>Continue to share weekly targets with children-these must be recorded visually for reference and evaluations-consider saved flip chart week by week, consider weekly plan/targets printed and displayed on class learning wall</p>		<p>Term 1</p> <p>IT refresh -2hrs</p> <p>Writing-HT</p> <p>Numeracy-IR</p> <p>Reading-SK</p> <p>IT-RH</p> <p>SIP DEV time-4hrs</p>	<p>Pupils will be more confident and articulate about their own learning</p> <p>A shared language of improvement will be evident through trackers and pupil, parent and teacher talk</p> <p>Parents will report increased understanding of child's next steps</p>
			

4. Improve scope and use of quantitative data to identify next steps in learning and measure impact and success of all learners with a focus on poverty related gap.

Actions	Drivers for improvement	When/Who	Impact/Evidence
SNSA/Link CfE Framework Achievement of a Level SEEMIS Attendance SIMD			

