St Martin's RCPS

School Improvement Plan 2019-20

East Lothian
Council

School Context, Aims and Values

St. Martin's is a Catholic primary school situated in the South West of Tranent in East Lothian. St. Martin's has a role of 174 pupils from P1 – P7 and a 20/20 nursery. In session 2019 – 2020 we will return to composite classes where we will have P1/2, P2/3 and P4/5 composite classes and straight P3, P5, P6 and P7 classes. St. Martin's is one of 9 Cluster primary schools that feed into Ross High secondary school. Some families choose to send their children to St. David's RC High School in Dalkeith and Preston Lodge in Prestonpans. The nearest Catholic secondary school for families is St. David's RC High School.

We work to continue our journey to be a fully inclusive school. We work flexibly to ensure that targeted interventions are put in place to support pupils' academic, social and emotional needs. The role of the PEF funded PT is central to supporting the pupils, families and carers whilst working in close partnership with outside agencies. We strive to ensure that every child feels safe, valued and nurtured and that every child is treated with unconditional positive regard to allow them to access the curriculum in a way that helps them make progress.

As a school community we openly show respect, care and consideration for others and we work together to develop the vision of the school as a 'Learning Place for All' through curricular developments, interdisciplinary learning, shared level planning, rich assessments, personal achievements, ethos and community.

Our PEF funding allocation this year is £34,560 which supports our plans to provide specific intervention that is required throughout all stages within the school. Through data and attendance analysis the main causes for this are holidays during term time, medical appointments and an increasing number of pupils arriving late for school due to family circumstances, young carer responsibilities and parental emotional and mental health. The cluster approach to addressing attendance with the new policy has highlighted the importance of attendance but this has not improved attendance or lateness throughout the school. Parents are more aware of the monitoring of attendance that happens in the school. We have a gender split in the school of 69 boys and 90 girls. The projected number of children in the school next session is 160.

Session 2017 - 2018 and 2018 - 2019 saw a significant changeover in staff in the school and this has had an impact on the quality and consistency of practice across the school. This changeover happened in October 2018 with the P2 and P6 classes having a very inconsistent year. In December 2018, we worked closely with the QIO's to identify key areas for development; behaviour and relationships, learning and teaching and establishing a stable staff in the school.

Staff have also worked closely on moderation of achievement of a level, classroom organisation and management and planning and assessment. These are all areas that we have worked on to strive to affect change with positive impact for our learners.

These changes need to be consistent and a cohesive approach needs to be fully understood, monitored and embedded in order for us to meet the needs of the pupils.

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)**
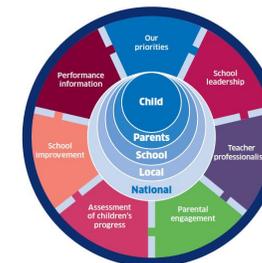
Priorities

othian Council Plan 2017-2022

ing 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

l Priorities

on your self-evaluation of the following HGIOS4? and equivalent HGIOELC? QIs to include actions towards addressing the areas for improvement identified:
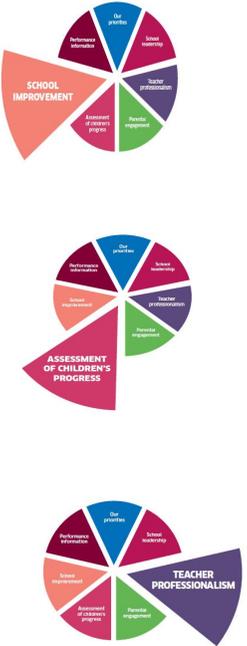- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

nclude reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy and to raising attainment.

nclude actions identified from the SEE survey and employee engagement survey.

Priority 1			Overall Responsibility
*Improve attainment, particularly in Literacy and Numeracy. Close the gap between the most and least disadvantaged. **QI's/ Themes:** 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement. 1.3 Leadership of Change			HT – Lauren Davies PT – Fiona Hayes CL – Thom Campbell – Numeracy and Maths

Actions	Drivers for Improvement	Resources/ Time	Progress and Impact
1. Establish expectations of Mini Mats to ensure robust system in place for recording, tracking and reporting of individual achievement. 2. Develop a cohesive and progressive long and short term planning framework using E's and O's bundles. 3. Coherent programmes for the teaching of reading, writing, spelling, numeracy and maths created and used consistently across the school. 1+2 Languages 4. 1+2 Languages to be taught progressively in all stages. 5. School to embrace and celebrate wider cultures reflecting the ever changing demographic of St Martin's Pupils. 6. Increase staff confidence in supporting EAL learners.		1. ● 1 x Staff Meeting – LD ● Moderated – Dec & Feb 2. ● In-Service August 13th/ October 21st ● Termly meeting SLT/ CT ● Termly moderation of planning in levels. 3. ● In-Service October 21st CAT x 3 Moderation 4. ● Ann Robertson 1 x CAT session ● Ann Robertson Team Teach Second Level ● Ann Robertson Twilight Sessions (optional to staff) 5. ● 1 x Staff Meeting ● School Showcase – Cultural Project 6. ● 1 x CAT Session 'Supporting EAL Learners at Pathways 1 and 2' – LD	Teachers have a clear understanding of where the pupils are within their learning Increased confidence in Transitions between stages/composite classes Planning will be streamlined to allow progression to be monitored Teachers have a shared understanding of standards and expectations. Teachers feel confident in planning for composite classes. Pupils in composite classes are accessing the level of ACfE appropriate to their stage/needs Improved attainment of ACfE levels across the school Improved skills in the teaching of spelling, reading, writing, numeracy and maths. Children learning through clear structured programmes for reading, writing, spelling, numeracy and maths. Children's confidence and accuracy are increased through this consistent approach. All stakeholders with have ownership and a shared vision of the continuous improvement for the school

St Martin's RC School Improvement Plan 2019 - 2020

			1+2 Languages
			Children to be exposed to the French language from Nursery to P7.
			Children engaging with global topics and extending their involvement in citizenship projects across the world
			Increased parental and family involvement in cultural learning
			Increased confidence in the teaching of other cultures and languages Opportunity for our Polish children in P6/P7 to share with their friends the importance of their culture
			Consistency across the school with planning and tracking 1+2 languages Increase in enthusiasm for the learning of languages
			Teacher confidence with the teaching of French increased
			St Martins Polish and Bulgarian families receiving support in becoming part of the St Martins family
			Our Polish and Bulgarian families feel a sense of unity between home and school Increased confidence in using English as an additional language for our families inside and outside of school.

Priority 2			Overall Responsibility
*Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18) **QI's/ Themes:** 2.3 Learning, teaching and assessment 3.1 Inclusion, equality and wellbeing			HT – Lauren Davies CL – Michael Murray
Actions	**Drivers for Improvement**	**Resources/ Time**	**Progress and Impact**
1. Staff to be trained in using Google Docs for Home Learning, Termly Reviews and daily class lessons. 2. Digital Learning Team to monitor the use of the Google apps. 3. Evaluation of google apps to determine the impact on children's learning and levels of motivation and engagement (home learning percentages) 4. Skills for life, learning and work to be incorporated into forward plans through the establishment skills development groups across level. 5. Skills working groups to create progressive planners for each learner disposition skill identified as a priority within St Martin's.		1. 1 x CAT session led by Michael Murray and cluster support lead (Ormiston). Date tbc. - Updates through staff meetings - MM 2. - Termly drop in session offered by Michael Murray. - Pupil feedback. 3. - Home learning engagement to be tracked by CT and shared at planning meetings with SLT. 4/5. 1/2 in-service October 22nd. 1 x CAT session - Review Termly through learning conversations, Pupil Council and Staff Meeting agenda item.	Staff and pupils in St. Martin's learn from others and put into practice initiatives from other schools to successfully implement google classroom. Effective collaborative learning at home and in school. Effective use of digital technology to enhance the learning experiences of the pupils. Children can access Home learning via Google Docs and work collaboratively on the same document. Pupils develop leadership skills for life Pupils have increased understanding of the meaning behind their learning Staff have increased confidence in preparing pupils for work, life and learning beyond primary school Pupils have an awareness of the importance of developing skills for life

Priority 3			Overall Responsibility
*Close the attainment gap between the most and least disadvantaged children. *Improve children and young people's health and wellbeing. **QI's/ Themes:** 2.3 Learning, teaching and assessment 3.1 Inclusion, equality and wellbeing. 3.2 Raising attainment and achievement.			HT - Lauren Davies PT - Fiona Hayes CL -
Actions	**Drivers for Improvement**	**Resources/ Time**	**Progress and Impact**
1. To review and embed our school vision, values and aims. 2. Train and implement whole school HWB programme Building Resilience from N – P7. 3. Review and Update the school Behaviour Policy with all stakeholders. 4. Further develop the Sensory Curriculum of St Martin's.		1. ● In-Service August 12th – LD ● Parental 'Have your Say over Cake' Sept 19 - LD ● 1 x CAT session -LD 2. ● Parental 'Have your Say over Cake' Nov 19 – LD/ FH ● 1 x CAT session Nov 19 – LD/ FH 3. ● 1 x Staff Meeting – LD ● 1 x CAT session – LD ● 'Dealing with Challenging and Distressed Behaviour' CAT – Ed Psych ● Restorative Practice Training (TBC date/ delivery) ● Whole School Nurturing Approach – In-Service ● Professional Reading – Paul Dix ● Parental 'Have your Say over Cake' - LD 4. ● 1 x Cluster CAT - Sensory Processing in the Curriculum ● Sensory Room parental drop in – Nov Parents Evening	All pupils, staff and parents have ownership of our ethos, expectations and identity. Staff are able to implement a progressive programme consistently across the school improving self-esteem and social skills A consistent approach to manage and support behaviour throughout the school Consistency in documentation given to all parents and families Teacher awareness of the sensory curriculum and how to use it to support children in their care Opportunities for staff to work with colleagues across the authority to support continuous professional development Smoother transitions for pupils between home/school, task/play, inside/outside etc. Highly distressed pupils with significant and exceptional needs having a place to go out with the classroom to calm down, relax and be safe

		● 1 x Parent Information Workshop – FH	

Things to do:

- Establish in class expectations for Accelerated Reader and AR – TC/ FH

- Mathletics and AR achievements to be celebrated and shared through assemblies, Twitter and school Recognition Board – TC/ FH

- Lunchtime clubs to be set up for AR and Mathletics

- School Library to be remodelled and timetables created – Parents/ Community Helpers/ LD

- Streamline process of IEP's, ASP's and CSP's – FH (1 x Staff Meeting)

- Train staff in using Wellbeing Concern Forms to enhance pastoral care – LD (1 x Staff Meeting 25th September)

- RRSA to continue through Pupil Group and Action Plan. (Roles to be allocated)

Nursery			Overall Responsibility
Priority 1 1.3 Leadership of Change: Implementing improvement and change 3.2 Securing children's progress: Progress in communication, early language, mathematics, health and wellbeing			PT - Fiona Hayes SEYP – Michelle Outerson
Actions	**Drivers for improvement**	**Resources/ Time**	**Impact/Evidence**
1. Implementing improvement and change Focuses for improvement should be: ● basic/continuous provision ● open-ended resources ● numeracy and literacy rich environment ● transition ● routines 2. The evaluation of self-improvement to be recorded in the self-evaluation folder. **3. Improving Environment -** Outdoor area to be a key focus for August 2019 – Additional space in the school grounds to be used. 4. Embed loose parts play 5. Develop opportunities to support families in need – equity for all. Possible book, clothes, food bank to be established. 6. Work with the local authority on preparations for 1140hrs 7. Ready, Steady, Nursery to be implemented within nursery. 8. Team to have specific leadership roles within team for Numeracy, Literacy and HWB.		1/2/6/8. ● Short/ Long Term Planning Meetings (Nursery Staff) ● Termly planning and tracking – SLT ● Regularly meetings with Wendy Laird to review and monitor. ● Termly collaborative planning – Early Level ● Weekly key worker time. ● Shared practice visits – early year's settings within ELC. (min 2 yearly) ● 21/10 In-service – curriculum 3. ● Outdoor Learning Team – visit to nursery ● Parent/ Pupil review to be undertaken ● Morning in-service 17/02/19 4. ● Professional Reading – 'Loose Parts – Inspiring Play'. ● Afternoon In-Service 22/10/19 5. ● 3 x team meetings ● Family questionnaire 7. ● Parent information session ● Termly drop-in	Transparency of self-improvement and evaluation between all staff Smoother transition and handover during staffing changes Children and families to have a clearer and more consistent view of where the nursery is at and where we are going Increased confidence in staff having a clear and concise way forward for the nursery Nursery pupils able to engage in purposeful place that extends their thinking, encourages risk taking and imaginative play. Greater Awareness of the level of need within the nursery Targeted interventions in place to support families with basic needs Staff gain clarity in what the 1140hrs will look like and mean for them as professionals Children engaged in open-ended play supporting schemas and play Consistent use of planning system will support with quality teaching and learning

St Martin's RC School Improvement Plan 2019 - 2020

			Development of leadership skills for all Opportunities for staff to develop professionally within a chosen area Raised attainment of pupils in P1 Consistent teaching and learning of core learning in the Early Level Smoother transition from Nursery to P1
Priority 2 1.3 Learning, teaching and assessment Effective use of assessment/Planning, tracking and monitoring			**Overall Responsibility** PT - Fiona Hayes SEYP – Michelle Outerson
Actions	Drivers for improvement	**Resources/ Time**	Impact/Evidence
1. Planning system in place and used consistently across all staff. Planning to provide high quality learning experiences to ensure appropriate challenge and support Team to ensure numeracy and literacy experiences are planned for every week. 2. Reporting – Evaluate the reporting systems already in place with a focus on: **Individual reporting** – e.g., Share my learning sessions and regular learning conversations with parents **Collective reporting –** e.g., Newsletters, Edubuzz, parents board 3. Consult parents on effective ways to report. Learning journals to be re-established and embedded within daily practice.		1. ● Weekly Planning Meeting ● Termly SLT planning and Tracking Meeting ● Termly collaborative planning and evaluation – early years. ● Afternoon Sessions (Aug-Oct) ● In-Service 18/05 Curriculum Development ● SLT Practice Observations Termly 2. ● Termly 'Sharing Our Learning' session for families. ● Key Worker – weekly observations/ learning conversations recorded. ● Termly Newsletter ● MO to set up nursery twitter	Staff, pupils and parents know the progress their child/children are making and what they can do to support them Families to feel informed with the daily life of the nursery and how they can get involved Parents to feel included in the decisions of the nursery A clear way forward with the reporting format for the children. The children will have increased purpose within the assessment of their learning All staff to have a clear understanding of the systems in place to support them with planning for the children to aid progression Increased attainment in P1 with Literacy and Numeracy

St Martin's RC School Improvement Plan 2019 - 2020

Learning stories within journals to be moderated termly and observations tracked to evaluate impact of child's progress. Review planning, tracking and monitoring cycle – embed process.		3. - Parent questionnaire 1 x nursery meeting with Wendy Laird – agreed expectations of journals. - Learning Journals – termly on nursery agenda - SLT Planning and tracking meetings Sept, Jan and April.	