



School Improvement Plan

St Mary's Episcopal Primary Dunblane

Session 2017- 2018



The School

St Mary's Episcopal Primary School is situated in Smithy Loan in Dunblane. The capacity of the school is 88 pupils in P1-P7 and for the past few years the roll has been between 76/83 pupils. We currently have a Primary 1 / 2, Primary 3 / 4, Primary 5 / 6 and a Primary 7. Our morning only nursery can accommodate 20 pupils. For the past few years the roll has been between 17-20 pupils.

The school is very well supported by the parents and highly regarded in the community. Attainment is high and the school prides itself in the wide variety of learning opportunities it provides to support the full development of all of our young people.

Motto, Vision, Values and Aims

These are influenced by the priorities identified by the Scottish Government, National Improvement Framework, Stirling Council's aims and reflect the values of our learning community.

Our Vision :- *"A happy school where everyone is supported and encouraged to achieve their academic and personal potential"*

Our School Motto:- *"From Little Acorns Mighty Oaks Grow,"*

Over Arching Aim:- Inspire to Aspire by....

- *Creating an ethos where everyone is welcomed, treated fairly and with respect.*
- *Providing a nurturing environment that ensures equality and fairness, adopting a restorative approach to conflict resolution*
- *Encouraging resilience and learner independence through the development of a growth mindset*
- *Delivering the best quality learning experiences we can through a learner centred curriculum; encouraging breadth and depth to learning*
- *Ensuring the holistic development of all of our children; ensuring academic achievement and recognising the importance of creativity and aesthetic, physical, moral and spiritual development*
- *Promoting partnership with parents, carers and the local community.*
- *Building on the strong tradition of St Mary's as an Episcopal School whilst welcoming people of all beliefs.*
- *Welcoming individuality and diversity whilst ensuring that we promote equality of opportunity.*
- *Ensuring that these aims and values are underpinned by a whole school commitment to self evaluation, quality assurance and accountability.*

The vision, values and aims are continually revisited and this session our aims were revisited to reflect the responses from our parents to the whole school question of “What Makes St Mary’s Special?” Our Shared Values for our school community are Respect, Enthusiasm, Aspiration, Compassion and Honesty. Together the first letter of these words spell  . These values permeate all of the learning at St Mary’s and form the foundation of our Right Respecting School ethos.

Self Evaluation

Our School self-evaluation this session has supported us in answering the three key questions

- How are we doing?
- How do we know ?
- What are we going to do now?

Over and above our annual quality assurance calendar our self-evaluation has consisted of

- Whole School Environmental Audit September 2016
- Staff Evaluation of planning November 2016
- Global citizenship education survey September 2016 and March 2017
- Self Evaluation of Learning, Teaching and Assessment on going since September 2016 , completed May 2017
- Parent focus groups, September, November 2016, February and May 2017
- Maths Attitudes survey October 2016
- Evaluation of sharing our learning events using the touch screen survey November 2016, February 2017 and March 2017.
- Learning Community Parental questionnaires March 2017
- Pupils survey What are you proud of?, What will be continue doing?, What needs to be improved? September and May 2017
- Pupil Council focus group May 2017
- School Travel Plan evaluation and May 2017

Learning for a Better World



OUR SCHOOL



Values:-

Curriculum Areas
Interdisciplinary
learning

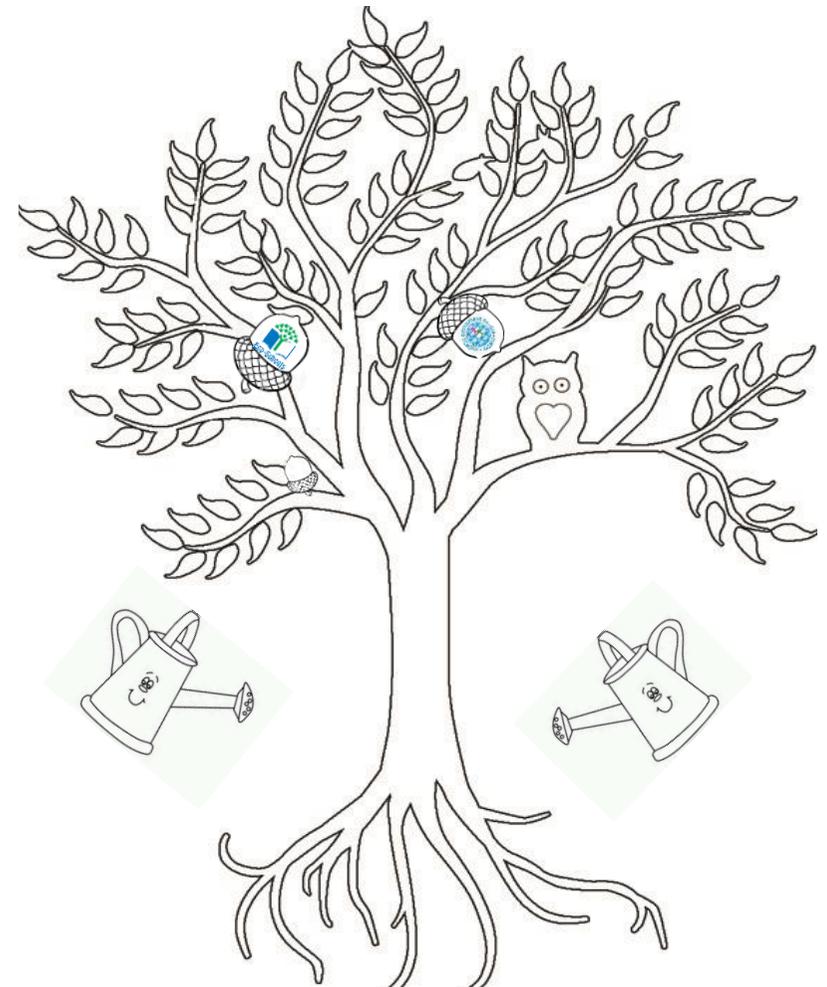


Achievement and
Life Skills
Ethos and Life of
the School

Literacy

Numeracy

Health and Wellbeing



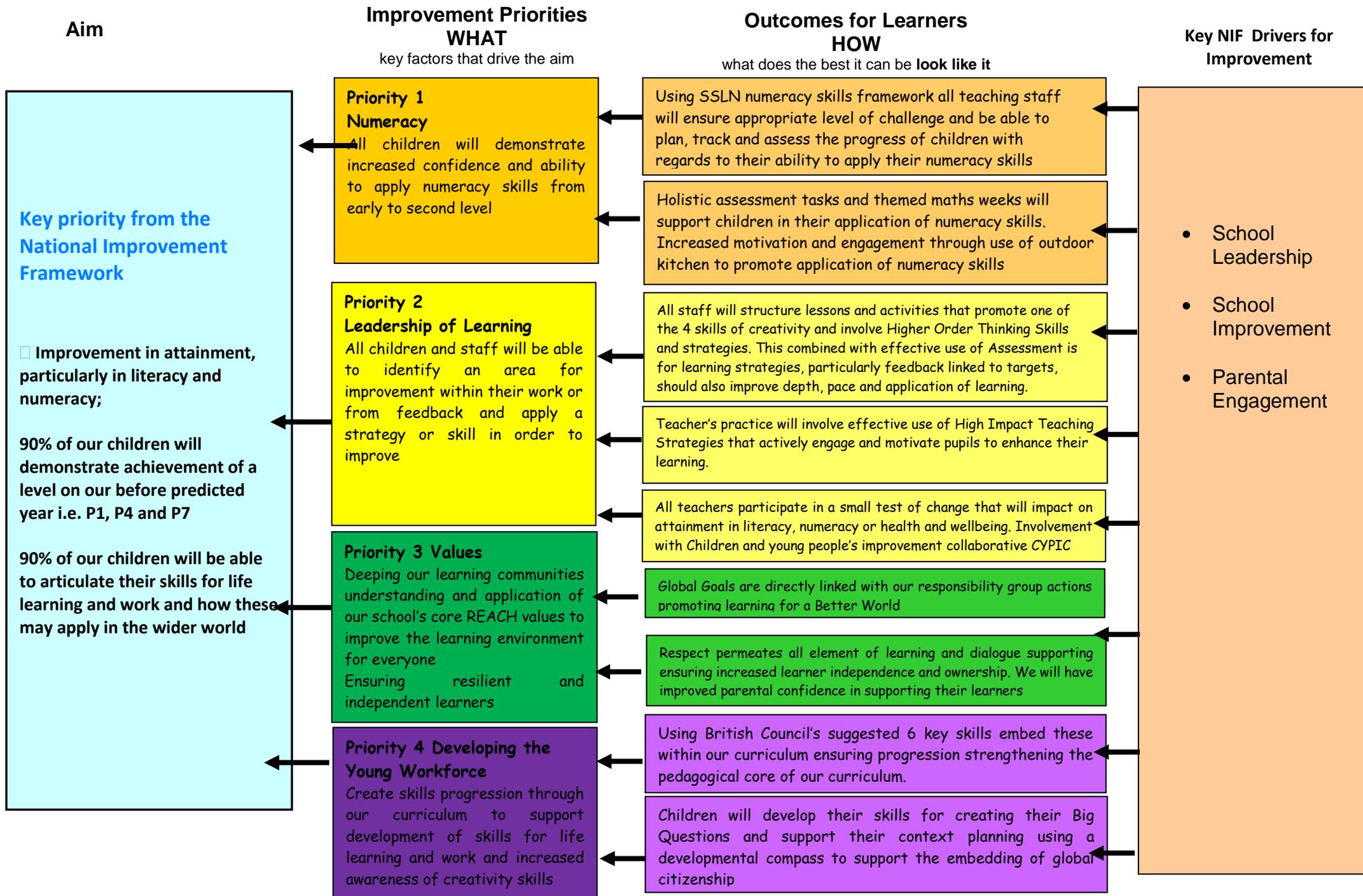
Key Priorities

Our vision is of an education system which delivers both **excellence** and **equity** in equal measure for all children in Scotland.

Improvement Planning Overview 2016/17

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Integrated Children's Services Plan Outcomes
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <p><i>Specific to HGIOS 4</i></p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p><i>Specific to HGIOELC</i></p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • All children reach appropriate development and social milestones through improved support in early years. • Support for disadvantaged and vulnerable children, young people and families is improved. • Health and wellbeing outcomes are improved for children and young people. • Raised attainment for all young people leading to positive destinations.

SIP High Level Diagram: Learning for Better World; Improving Children's Employability and Creativity



Improvement Priority 1		Improved application of numeracy skills from early to second level			
National Improvement Framework Priorities		HGIOS 4 & HGIOELC Quality Indicators		Integrated Children's Services Plan Outcomes	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 		1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <i>Specific to HGIOS 4</i> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <i>Specific to HGIOELC</i> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		<ul style="list-style-type: none"> All children reach appropriate development and social milestones through improved support in early years. Support for disadvantaged and vulnerable children, young people and families is improved. Health and wellbeing outcomes are improved for children and young people. Raised attainment for all young people leading to positive destinations. 	
Outcomes for learners		<ul style="list-style-type: none"> 90% of children will demonstrate their ability to apply numeracy strategies with improved speed and accuracy 90 % of children will demonstrate their ability, either through oral or written methods, to apply numeracy strategies in at least 4 different themed contexts 			
Key Actions		Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Build on paired maths skills to support confidence in application of knowledge.		Heather White	December 2017		
Children will be able to support each other with application of numeracy strategies through paired maths					
Share structure of paired maths sessions with parents as potential support tool for parents		Heather White	December 2017		
Themed maths weeks will be organised at the beginning or end of every learning context		Heather White to co-ordinate Staff to lead learning at their stage	At least 4 themed weeks will have taken place		

Themed maths weeks will culminate in a holistic maths assessment created by another staff member using SSLN maths skills framework and national benchmarks as key tool for planning the assessment.	Danielle Smith	May 2018		
Continue with implementation of Big Maths learn'its and progress drives from early to second level	All class teachers	May 2018		
Use Maths Recovery phases to support early identification of children struggling in maths Implement maths recovery programme and plan for these learners	Susan Lee Jenny Kinvig	May 2018		

Future Plans

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Improvement Priority 2		Leadership of Learning		
National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators		Integrated Children's Services Plan Outcomes	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><i>Specific to HGIOS 4</i> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><i>Specific to HGIOELC</i> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning</p>		<ul style="list-style-type: none"> All children reach appropriate development and social milestones through improved support in early years. Support for disadvantaged and vulnerable children, young people and families is improved. Health and wellbeing outcomes are improved for children and young people. Raised attainment for all young people leading to positive destinations. 	
Outcomes for learners		<ul style="list-style-type: none"> All children and staff will be able to identify an area for improvement within their work or from feedback and apply a strategy or skill in order to improve and measure the improvement 		
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Following collegiate session that revisits the use of AIFL strategies and our curriculum pedagogy all staff will structure lessons and activities that promote one of the 4 skills of creativity and involve Higher Order Thinking Skills and strategies.	Heather White	December 2017		
Staff will re-read "making feedback count" and implement a change that will ensure feedback is linked to pupil targets, and support the children in reflecting on their learning and next steps	Heather White	May 2018		

Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Teacher's practice will involve effective use of High Impact Teaching Strategies that actively engage and motivate pupils to enhance their learning.	Heather White	December 2017		
Staff will attend collegiate session to develop understanding of how to support improvements within their own practice. This will be through CYPIC, Raising Attainment Champions programme or Action Research	Learning Community Muriel Mackenzie Heather White for St Mary's EPS	September 2017		
Staff will identify a small test of change that will impact on improvements in literacy, numeracy or health and wellbeing (In the early years this will be the impact of Read Write Inc on pace and progression of our early level learners reading and writing in the early years)	Heather White	Read Write inc Training 30 th August 2017 Parents session October 2017 24 th November 2017 Support session February 2018 Full evaluation May 2018	Read Write Inc	
Staff will implement a small test of change and measure the impact or improvements in literacy, numeracy or health and wellbeing	Heather White	May 2018		
Digital leader will make a learning visit to Victoria primary school in Falkirk to learn how to use class note effectively to support collaborative learning	Heather White	September 2017		
Digital leaders will implement the use of class note in their own class rooms	Heather White	May 2018		
Future Plans				

Improvement Priority 3		Values based Leadership			
National Improvement Framework Priorities		HGIOS 4 & HGIOELC Quality Indicators		Integrated Children's Services Plan Outcomes	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 		1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <i>Specific to HGIOS 4</i> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <i>Specific to HGIOELC</i> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		<ul style="list-style-type: none"> All children reach appropriate development and social milestones through improved support in early years. Support for disadvantaged and vulnerable children, young people and families is improved. Health and wellbeing outcomes are improved for children and young people. Raised attainment for all young people leading to positive destinations. 	
Outcomes for learners		<ul style="list-style-type: none"> Deepen our learning communities understanding and application of our school's core REACH values to improve the learning environment for everyone Link the Global Goals with our responsibility group actions promoting learning for a Better World and supporting children in reflecting on who and what inspires them to achieve "Their Inspiring Purpose" Ensure greater resilient and independent learners 			
Key Actions		Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Revisit the Parents Charter to make this user friendly accessible		Veronica Currie	December 2017		
Re visit our school values and create a visual representation of what these all stand for as a reminder to our learning community		Veronica Currie and Mary-Johnston Kehoe	December 2017		
Using global citizenship as the basis of re visiting the impact of our school values why these are important when learning for a better world		Hayley Hughes	May 2018		

Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
RE structure the learning outcomes of our responsibility groups to dovetail with the global goals ensuring our house captains are clear on what the leadership of their group is trying to achieve	Hayley Hughes and Veronica Currie	October 2017		
Attendance at Columba 1400 Looking at Values based leadership and disseminating key learning to all school staff	Heather White	November 2017		
From a choice of sketch note, book creator, class note or other graphic recording techniques House captains will select a tool to reflect on their leadership journey and steps towards this goal and record in their responsibility group floor book and profile	Hayley Hughes and Mary Johnston-Kehoe	May 2018		
Future Plans				

Improvement Priority 4		Developing the Young Workforce		
National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Integrated Children's Services Plan Outcomes		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <i>Specific to HGIOS 4</i> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <i>Specific to HGIOELC</i> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	<ul style="list-style-type: none"> All children reach appropriate development and social milestones through improved support in early years. Support for disadvantaged and vulnerable children, young people and families is improved. Health and wellbeing outcomes are improved for children and young people. Raised attainment for all young people leading to positive destinations. 		
Outcomes for learners		Create skills progression and embed within our curriculum to support development of skills for life learning and work and increased awareness and progressive development of creativity skills		
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Using global citizenship as the basis to re-visit the impact of our school values why these are important when learning for a better world	Veronica Currie	October 2017		
Using Digital School award self-evaluation look at addressing next steps <ol style="list-style-type: none"> Using digital technologies to foster greater learning independence Using digital technologies to enhance learning and teaching experiences Review processes that focus on improvement in teacher competence in digital technology 	Danielle Smith	December 2017		

5. Build on the skills and expertise of our digital leaders to enhance curriculum learning and teaching and support				
6. family learning				
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Build on this sessions Inspire Aspire programme to support children's career aspirations	Danielle Smith	May 2018		
Attend British Council training on embedding 6 core skills to prosper in the 21 st century supporting our children with future global employability.	Danielle Smith	February 2018		
Embed core skills into current curriculum pathways	Danielle Smith	May 2018		
Evaluate children, staff and parents understanding of creativity and its impact on learning	Danielle Smith	October 2017		
Future Plans				