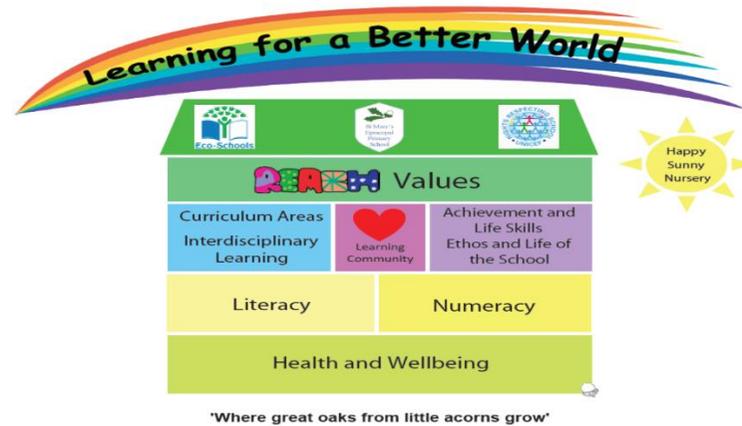




School Improvement Plan



St Mary's Episcopal Primary Dunblane

Session 2019- 2020

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 64/83 pupils. We currently have a Primary 1 / 2 / 3, Primary 3 / 4 / 5 and a Primary 6 / 7. Our morning only nursery can accommodate 20 pupils. For the past few years the roll has been between 14-17 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 **REACH** . 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 2018
- Fire Safety Audit March 2019
- Parental Engagement Survey November 2018
- Anti-bullying Questionnaire
- Staff undertaking test of change based on feedback to children September 2018
- Self-Evaluation of Attainment and Achievement on going since September 2018
- Self-Evaluation of Learning, Teaching and Assessment on going since Sept 2018
- Self-Evaluation of Personalised Support and Leadership of Change
- Validated Self-Evaluation March 2018
- School Partnership meetings
- Evaluation of sharing our learning events
- Parental Engagement and Focus Sessions
- Pupil engagement with SIP and planning – Graffiti boards and sticky dots
- Pupil evaluation of REACH logo
- Pupil Council evaluation
- Annual school sport award self-evaluation

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 2019 /20

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.

St Mary's Episcopal Primary and Nursery School
School Improvement Plan
2019-20

Raising Attainment and Achievement

Priority 1

Literacy and Numeracy

All children will demonstrate improved application of numeracy and literacy skills from early to second level



Employability and Creativity

Priority 2

Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work.



Digital Literacy

Priority 3

Digital Literacy

To increase staff capacity and capabilities when teaching digital and technology skills improving the quality of range of digital learning opportunities for all.



Improvement Planning Overview 2019 - 20

Aim

What, how much, by when?

Key priority from the National Improvement Framework

Improvement in employability skills and sustained, positive destinations.

90% of our children will be able to articulate their skills for life learning and work and how these may apply in the wider world

90% of our families will know what they can do to support their children with their developing employability skill

Primary Drivers

Key factors that drive the aim

1 Raising Attainment

All children will demonstrate improved application of numeracy and literacy skills from early to second level

2 Employability and Creativity

Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work.

3 Digital Literacy

To increase staff capacity and capabilities when teaching digital and technology skills improving the quality of range of digital learning opportunities for all.

Secondary Drivers

Secondary factors/actions that influence delivery of the primary drivers

All staff will carry out a test of change based on DoBeMindful focussing on reducing anxieties.

Promotion of financial literacy with children to develop positive approaches to being money aware.

All children from P4 – 7 will recognise increased confidence in applying reading strategies and apply these skills in a range of curricular areas.

All children will have experience of French and Spanish.

Embed the skills framework into our school curriculum and across our learning community

All children will participate in outdoor learning problem solving activities and be able to apply these skills across the curriculum

Strengthen links with our community and parental involvement across our learning community to refresh anti bullying policy, REACH values and understanding of GIRFEC

Digital leaders across the learning community will collaborate and mentor staff within each establishment.

All children will recognise increased confidence and capabilities within digital literacy and apply these skills in a range of curricular areas.

All children will participate in STEM sessions

Improvement Priority 1		Improved application of numeracy and literacy skills from early to second level			
National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators		Regional Improvement Collaborative Priorities		
<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 Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		<ul style="list-style-type: none"> Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. Provide professional learning that helps drive forward collaborative leadership at all levels. Ensure performance information and improvement approaches support raising attainment for all. 		
			<p style="text-align: center;">Children's Services Plan Outcomes</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. All children thrive as a result of nurturing relationships and stable environments in their own school and community. Children, young people and their families are respected as equal partners in decision making and planning. Children's and young people are mentally and emotionally healthy. 		
Outcomes for learners		All children will demonstrate improved application of numeracy and literacy skills from early to second level			
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact	
All staff will carry out a test of change based on DoBeMindful focussing on reducing anxieties.	Class teachers	Nov 2019 May 2020			
Promotion of financial literacy with children to develop positive approaches to being money aware.	HT Class teachers	Nov 2019 May 2020			
All children from P4 – 7 will recognise increased confidence in applying reading strategies and apply these skills in a range of curricular areas.	HT	Nov 2019 May 2020			
All children will have experience of French and Spanish.	PT	May 2020			

Improvement Priority 2		Employability and Creativity			
National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators		Regional Improvement Collaborative Priorities		
<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</p> <p>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>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning</p>		<ul style="list-style-type: none"> Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. Provide professional learning that helps drive forward collaborative leadership at all levels. Ensure performance information and improvement approaches support raising attainment for all. 		
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Outcomes for learners		Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work.			
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact	
Embed the skills framework into our school curriculum and across our learning community	HT CTs	Nov 2019 Mar 2020			
All children will participate in outdoor learning problem solving activities and be able to apply these skills across the curriculum	CTs	May 2020			
Strengthen links with our community and parental involvement across our learning community to refresh bullying policy, REACH values and understanding of GIRFEC	HT PC Rep	Sept 2019 Mar 2020			

Improvement Priority 3		Digital Literacy		
National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators		Regional Improvement Collaborative Priorities	
<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 Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		<ul style="list-style-type: none"> Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. Provide professional learning that helps drive forward collaborative leadership at all levels. Ensure performance information and improvement approaches support raising attainment for all. 	
			Children's Services Plan Outcomes	
Outcomes for learners		To increase staff capacity and capabilities when teaching digital and technology skills improving the quality of range of digital learning opportunities for all.		
Key Actions	Priority Leaders	Milestone Dates	PEF	Evaluation of Progress and Impact
Digital leaders across the learning community will collaborate and mentor staff within each establishment.	HT CTs	Nov 2019 Mar 2020		
All children will recognise increased confidence and capabilities within digital literacy and apply these skills in a range of curricular areas.	CTs	May 2020		
All children will participate in STEM sessions	CTs	Sept 2019 May 2020		