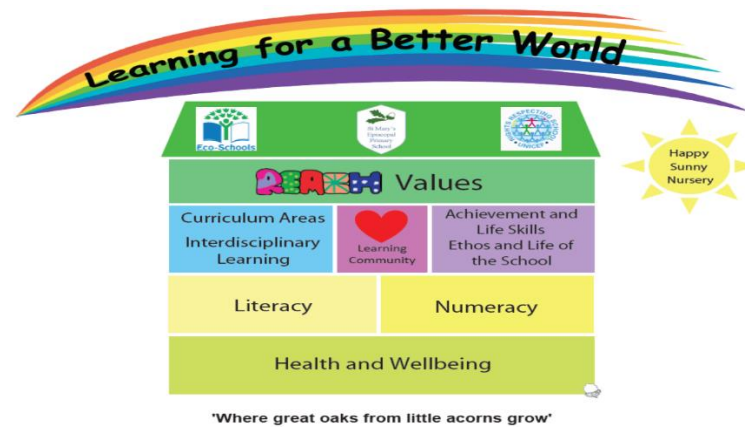


St Mary's Episcopal Primary & Nursery School, Dunblane

School Improvement and Recovery Plan 2022-23



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 55/83 pupils. We currently have a Primary 1 / 2 / 3, Primary 4 / 5 and a Primary 6 / 7. Our nursery can accommodate 16 pupils per day (9am – 3pm, Mon to Fri, term time only).

The school is very well supported by the parents and highly regarded in the community. Attainment is high across the school and the school prides itself in the wide variety of learning opportunities it provides to support the full development of all 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: - "Learning for a better world"

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:

- Fire Safety Audit
- Early Years Environmental Audit
- Parental Involvement Data 2019, reviewed June 2021
- Parental Home Learning and Engagement Survey May 2020
- Anti-bullying Questionnaire – Pupils, Parents and Staff
- Staff undertaking tests of change linked to Health and Wellbeing (Covid)
- Self-Evaluation of Attainment and Achievement on going since September 2018 (Google forms)
- Self-Evaluation of Learning, Teaching and Assessment ongoing since Sept 2018
- Self-Evaluation of Personalised Support and Leadership of Change (Google forms – challenge questions)
- School Improvement Partnership termly meetings
- School Improvement Partnership sharing practice visit December 2019, reviewed 2020
- Parental Engagement - Virtually
- Pupil evaluation of REACH logo
- Pupil Council evaluation
- Annual school sport award self-evaluation
- Young Leaders of Learning Pilot
- Communication review

St Mary's Episcopal Primary and Nursery School
School Improvement Plan
2022-23

Raising Attainment and Achievement

Priority 1

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



Health and Wellbeing

Priority 3

Ensuring Wellbeing, Equality and Inclusion



Employability and Creativity

Priority 2

Develop further opportunities for play-based learning and community connections across the whole school.



Key Priorities

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

BGE Improvement Planning Overview 2022 -23

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 	<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>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</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"> 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>‘The Promise’ – Plan 2021-2024</p> <ul style="list-style-type: none"> School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early. 		<p>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.

N.B Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools.







Version 5.2. 19 April 2021. Paragraphs 245 – 247

2022/23 will be a recovery year, as such we will ensure;

‘continued emphasis on issues such as: supporting student and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what can be done to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people. ‘

All outcome identified in SIP / RP are flexible dependent on impact of Covid on school return and restriction next session.

Early Years Improvement Planning Overview 2022 -23

National Improvement Framework	Stirling Schools learning & Education Vision: <i>To be ambitious for our children and young people, their families and their communities. We will listen and nurture, care and support them to play, to learn, to participate and flourish</i>	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	<p>Equity* Respect* Inclusion* Positive relationships* Diversity* Opportunities* Aspirations*</p> <p>ACHIEVEMENT: We will raise attainment and achievement for all our children young people by:</p> <ul style="list-style-type: none"> Effectively implementing Stirling ELC numeracy self-evaluation Framework/Strategy (RAINBOW) in all establishments to ensure equity and excellence Updating LIFT to become <i>Literacy for Life</i> Self Evaluation Framework/Strategy to intertwine all four literacy skills Distributing updated P&L Framework Pathways: Toolkit 2 to offer additional challenge in H&W, Lit and Num progression Evaluating impact of digital, STEM & data for improvement 	<ul style="list-style-type: none"> Improve attainment in literacy and numeracy for children and young people. Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy. Improve the health and wellbeing of children and young people. Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations. 
<p>Stirling Children's Services Plan</p>		
<ul style="list-style-type: none"> Improving mental health and emotional wellbeing. Tackling child poverty. Improving outcomes for children with care experience. Improving outcomes for children with disabilities. Improving outcomes for children in need of protection. 	<p>COMMUNITY: We will achieve equity by working in partnership with our children, families and local communities by:</p> <ul style="list-style-type: none"> Redesigning family learning delivery to ensure it is inviting, relevant and accessible to all children and families. Building Stirling ELC 'Pledge to Play' alongside parents and community partners. Working effectively with new Improvement Partnership Quads to validate self-evaluation and QA processes 	 
<p>National Standard for ELC</p>		
<p>4.1: The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement 2.2: The setting must have a framework that is informed by national guidance and supports individual children's development and learning. 5.2: Parents and carers are supported to engage in their child's learning and development.</p> <p>Articles 3, 5, 6, 12, 18, 23, 24, 28, 29, 31.</p> <p>Health & SC Standards: 1.14, 1.15, 1.19, 1.23, 2.15, 2.17.3.5, 3.6, 3.10</p>  	<p>WELLBEING: We will improve children's mental and physical health and wellbeing by:</p> <ul style="list-style-type: none"> Making visible Human and Children's rights to promote: non-discrimination, child at the centre, respect for all and children's voices Targeting poor attendance for Care Experienced children or those at risk from the poverty related equity gap Evaluating curriculum and assessment to reflect connectivity of learning Working with partners to implement Stirling ELC 'Inclusion starts with I' framework Training programmes to tackle the poverty related equity gap, Mental Wellbeing & Recovery 	<p>Priority 1: 3.1 Quality Assurance and improvement are led well 1.1, Self-evaluation for self-improvement</p> <p>Priority 2: 1.1: Nurturing Care and Support 2.4 Personalised support/ 3.1. Ensuring wellbeing, equality and inclusion</p> <p>Priority 3: 1.4. Family engagement 2.5 Family Learning</p>

Priority 1- All children will demonstrate 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 	<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</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</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.
<p>‘The Promise’ – Plan 2021-2024</p> <ul style="list-style-type: none"> School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early. 	<p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning</p>	<p>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.

Priority	Outcomes for Learners	Impact Measurement	PEF
<p>Numeracy</p> <p>Continue to develop early and first level strategies from RIC training to support learners – targeting pupils to achieve individual milestone and in those in lower 20%.</p> <p>Make effective use of Data to improve learner outcomes.</p> <p>Increase pace and challenge of application of mental agility across all levels</p>	<p>Achievement and attainment for all learners in numeracy.</p> <p>Increased pace of learning, improved motivation and challenge for all learners.</p> <p>Increased confidence in numeracy, knowledge of a wide range of numeracy strategies and their application.</p>	<p>Analysis of attainment and achievement data.</p> <p>Analysis of Scottish Book Trust Reading Schools Accreditation data.</p> <p>Continued identification of children requiring targeted support and interventions in place, measured and evaluated. Particularly those children who are working towards individual milestones.</p>	<p>n/a</p>

<p>Robust assessment of progress at key points across the session identifying specific next steps for learners.</p> <p>Literacy Writing – Leader of Writing to embed strategies used for teaching of writing across all stages.</p> <p>Continued focus on sharing practice of Big Writing in action.</p> <p>Evidencing reading and writing from Early Years and link to Benchmarks, Play and Learning Framework.</p> <p>Reading - Continue to build on work from session 2021 – 22, developing a reading culture across Early to Second level. Working towards becoming a Reading School.</p> <p>Listening and Talking - Early Year’s specific focus to evidence children’s depth of learning.</p> <p>Policy - Review Literacy protocol and share with families.</p>	<p>Improvement in standard of writing with children identify next steps and personal targets.</p> <p>Increased sense of enjoyment and achievement of writing across all levels.</p> <p>Celebration of achievement in writing.</p> <p>Early Level spelling prompts for learners.</p>	<p>Pupil evaluations and taking on leadership to gather results of reading for enjoyment.</p> <p>Quality Assurance and Self Evaluation.</p> <p>All children will be able to evaluate their reading and identify next steps (some with support).</p> <p>Parent, pupil and staff consultations throughout the reviewing Literacy protocol with emphasis on reading and writing.</p> <p>Pupils reflecting on their learning targets using Google Classrooms Learning Journeys with teacher / educator from N- P3 and independently from P4 onwards.</p> <p>Teacher Judgement of a level – moderation.</p> <p>SNSA data.</p>	
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Priority 2

Develop further opportunities for play-based learning and community connections across the whole school.

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 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</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>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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Priority	Outcomes for Learners	Impact Measurement	PEF
<p>Creative Learning Approaches Embed Play in Early Years to P3, creating protocol of practice.</p> <p>All staff participate in training to build confidence and put into place creative approaches across the whole school.</p>	<p>Children are involved in creating their learning environment.</p> <p>Early years staff share knowledge of play and learning framework with all teachers.</p> <p>Pupils with individual learning milestones will have a sense of achievement and attainment.</p>	<p>Staff review of impact of play and learning from P3 onwards.</p> <p>Pupil feedback.</p> <p>Staff evaluation of Creative Approaches to Learning.</p> <p>Parental engagement with Learning Journeys on Google Classrooms.</p>	

All staff to continue to engage in professional dialogue / reading of Froebal pedagogical approach.

Increased opportunities for play across stages supporting whole school transition from August 2022.

Embedding Learning Journals as standard practice integrated into curriculum evaluations.

Read Write Chrome is used by learners from P4 to 7.

Connecting with Community.

Whole school and parent community to reconnect following Covid mitigations to become involved in life of the school.

Educators will have a better understanding of pedagogues that relate to school ethos.

Children will participate in fun, interactive lessons linked to various curricular areas and are able to collaboratively plan next steps and reflect on learning.

Increased opportunities to engage with community and have sense of achievement and responsibility.

Children will have increased opportunities to explore digital literacy and take in increased responsibility.

Celebrate success achieving Nurture School and RHS Garden awards.

Young Leaders of Learning to gather evidence supporting achievement.

Quality Assurance.

Priority 3

Ensuring Wellbeing, Equality and Inclusion

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
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Priority	Outcomes for Learners	Impact Measurement	PEF
<p>Environment and Continuous Professional Development</p> <p>Track wellbeing and pupil voice through use of Mind of My Own.</p>	<p>Pupils will have increased opportunities to share their views and comment on what they need to learn.</p> <p>Pupils have relevant support from education and other agencies.</p>	<p>Qualitative data from pupils, parents and staff.</p> <p>Quality Assurance.</p> <p>Tracking and Monitoring.</p> <p>Parental engagement with online journals.</p>	

<p>For all staff to audit each learning environment using Circle approach to make universal improvements to whole school.</p> <p>Embed Health and Transition Focus to ensure pupils feel safe and are supported through changes in their life.</p> <p>Ensure specific links of pupil responsibilities are made to The United Nations Convention on the Rights of the Child (UNCRC).</p>	<p>Pupils and families are supported through changes in their child's life.</p> <p>Children will feel prepared and safe during times of transition.</p> <p>Pupils, staff and families will have better understanding of rights.</p>	<p>Feedback from Staged Intervention Meetings.</p> <p>Pupil Voice more evident at meetings when they are virtual.</p> <p>Recognition of the work by school to support transitions and ASN.</p>	
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