

# St. Cuthbert's Primary School School Improvement Plan 2016-2017



Article 28 Every child has the right to an education.

Article 3 The best interests of the child must be a top priority in all things that affect children.

# Council Plan 2014 – 2017 Strategic Objectives and Outcomes

## **Strategic Objective 1: Maximise the potential of our local economy**

### Strategic outcomes

- More people of working age, across all communities, are employed
- Businesses and social enterprises are supported to set up, thrive and expand
- The proportion of young people and adults with relevant qualifications is increased
- Our Town centres are more vibrant and adapt to change
- Tourism, culture and heritage opportunities are developed and promoted

## **Strategic Objective 2: Maximise the potential of our children and families**

### Strategic outcomes

- Effective early years and early intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and the lowest achievers is narrowed
- We look after our most vulnerable children and families

## **Strategic Objective 3: Maximise the potential of our adults and older**

### Strategic outcomes

- People live as independently as possible in the community and have control over their own care and support
- People have positive experiences of social care and support services
- Carers are supported
- People using social care and support services are safe guarded from harm and have their dignity and human rights respected

## **Strategic Objective 4: Maximise the potential of our communities**

### Strategic outcomes

- Communities are empowered
- People are safer
- Communities build on their strengths to reduce alcohol and drug misuse for the benefit of all
- Inequalities are reduced across South Ayrshire
- A range of sport and leisure experiences can be accessed

## **Strategic Objective 5: Maximise the potential of our environment**

### Strategic outcomes

- The maintenance and condition of our roads are improved
- People are able to find a suitable and affordable place to stay
- People live in warm, well maintained, energy efficient homes
- We improve the condition of our built environment and our open spaces

- We work towards a sustainable, low carbon future

### **Strategic Objective 6: Improve the way that we work as a Council**

#### Strategic outcomes

- Ensuring that our assets are fit for purpose
- Continuing to improve procurement
- Providing equality of opportunity in our service provision
- Developing our workforce and maximising attendance
- Using performance management and self-evaluation to drive improvement
- All services are systematically reviewed using a standard methodology every three years

### **Education Service and Improvement Planning 2014-2017 Strategic Outcomes**

- The proportion of young people and adults with relevant qualifications is increased
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and the lowest achievers is narrowed
- We look after our most vulnerable children and families and support the following strategic outcomes under the Council's improvement objective:
  - Ensuring that our assets are fit for purpose;
  - Continuing to improve procurement;
  - Providing equality of opportunity in our service provision;
  - Developing our workforce and maximising attendance;
  - Using performance management and self-evaluation to drive improvement

### **Success Criteria:**

- Staff will have knowledge of the Strategic Objectives and Outcomes of South Ayrshire Council Plan 2104-2017
- They will have knowledge of and implement the Education Service and Improvement Planning 2014-2017 Strategic Outcomes

### **How we will monitor and measure success:**

- Staff display working knowledge of Strategic Objectives and Outcomes of South Ayrshire Council Plan 2104-2017
- Implementation of Education Service and Improvement Planning 2014-2017 Strategic Outcomes is evident through delivery of priorities within the School Improvement Plan 2016-2017

**School Values:**

**Faith, Compassion, Truth, Respect, Hope and Creativity**

**Mission Statement**

At Saint Cuthbert's Primary School we believe that all persons are created by God, unique and equal. The whole school community strives to foster an ethos that enshrines the Christian values of compassion, hope, truth, respect and faith in God.

We believe that children learn best in a secure and happy environment, where they are confident, valued and trusted, and which provides the highest quality of education possible.

We promote creativity and enthusiasm for learning because we believe children should be challenged to develop to their fullest potential.

We believe all these efforts help our children prepare for life –long learning, to know they belong and can be successful and responsible citizens and effective contributors in our wider community and world.

**Article 2** The convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

## Aims of St Cuthbert's Primary School

### **Statement of School Aims**

Our school aims are founded on the shared values and ambitions of the school and wider community and have been developed in consultation with all stakeholders, pupils, staff and parents. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council and the values, principles and practices of Curriculum for Excellence. Each aim has been expanded into a number of bullet points that the school will seek to take forward in a range of projects in our improvement plan. These projects outlined in our improvement plan are intended to make a major contribution to raising standards of attainment and achievement and to achieving the ambitions of Saint Cuthbert's Primary School.

In Saint Cuthbert's Primary School we recognise that attainment and achievement is heavily dependent on a number of factors such as school ethos, attendance, the quality of learning and teaching and high expectations. We intend therefore to focus on the following areas:

#### **We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:**

- Responsive to the principles of curriculum design and full implementation of CfE experiences and outcomes in meeting the needs of all of our pupils.
- Effective in ensuring that our school curriculum is a stimulus for personal achievement and that all pupils achieve to their fullest potential.
- Staffed and resourced to the best of our ability.
- Delivered using a variety of active and collaborative teaching and learning approaches.

#### **We aim to improve the standard of attainment and achievement within the school by:**

- Providing a review of learning and planning of next steps to ensure appropriate support, challenge and pace of learning.
- Ensuring that pupils have access to learning activities and experiences which meet their needs and barriers to learning are addressed.
- Effective tracking of pupil progress and achievement and use of ACE and GL assessments (PIPS and INCAS) at key stages P1, P3, P4, P5 and P7.
- Providing opportunities which are varied, planned and celebrated to recognise wider achievement.

#### **We aim to provide quality learning and teaching by:**

- Engaging in professional reflection, implementation and evaluation of new initiatives in education.
- Developing creative and innovative practice at all stages.
- Effective use of assessment and moderation information to identify next steps in learning.
- Ensuring that a range of technologies permeate and support the curriculum.
- Involving parents in their child's learning.
- Providing opportunities for our pupils to assess their own progress and regularly engage in setting personal goals and targets.

#### **We aim to support pupils by:**

- Building their confidence, self-respect and self-esteem.

- Developing positive behaviours that demonstrate a sense of individual and collective responsibility.
- Developing informed attitudes towards leading a healthy and active lifestyle.
- Promoting pupil involvement in the life of the wider community.
- Maintaining effective partnerships with other agencies to offer maximum support for our pupils.
- Developing life skills and attitudes that will prepare them for the world of work and their future successes.

**Article 29 Education must develop every child's**

**We aim to create a positive school ethos by:**

- Ensuring the school values of Faith, Compassion, Truth, Respect, and Creativity become part of the day to day life of the school.
- Creating a safe, relaxed, happy and purposeful teaching environment.
- Ensuring staff, pupils and parents are valued.
- Ensuring staff and pupils are encouraged and motivated as fully as possible.
- Ensuring that visitors are welcomed.
- Ensuring trust and co-operation amongst staff and within our cluster community.
- Building effective relationships with the Parent Council, parish, community and other agencies.

**Article 14 Every child has a right to their own religion.**

**We aim to support staff to develop to their full potential by:**

- Creating a strong collegiate school team which operates in an atmosphere of openness, support and effective communication.
- Ensuring professional development of staff supports national, authority and individual needs.
- Reviewing resources and accommodation to meet the demands of a changing curriculum.
- Staff performance and professional development review informs classroom practice and supports the continuous improvement and development of our staff team which results in improved outcome for our pupils.

**We aim to secure improvement and respond to educational change by:**

- Maintaining rigorous self-evaluation procedures.
- Ensuring an effective and responsive consultation processes.
- Active participation of the whole school community in planning for improvement.
- Developing leadership roles at all levels to bring about change and improvement.
- Providing a high quality provision which promotes continuous improvement.

**Saint Cuthbert's Primary School**  
**Evaluation of School Improvement Plan 2015-2016**

PRIORITIES	Evaluation
<p><b>1. To further develop Primary/Secondary transition involving all stakeholders, including Cluster Parent Councils.</b></p>	<p>This session we have built on the very good work of last year, in particular through the work of Active Schools. We have continued to provide motivating opportunities for children from across the feeder primaries to participate in mixed school groups.</p> <p>The Gaelic P1 and P2 project has been developed and implemented through support and CLPL from the Gaelic school in Kilmarnock. A member of staff has attended residential training to support this initiative.</p> <p>The new DHT Mrs Munro from QMA has met with cluster HT colleagues to identify current good practice and enhance the primary/ secondary transition process.</p>
<p><b>2 Learning and Teaching.</b>  <b>To create an in-house cluster staff CLPL programme which promotes good practice and ensures continued progress in skills and best practice pedagogical approaches.</b></p>	<p>The Cluster led CLPL opportunities have been a great success allowing staff to meet and share good practice in a number of areas such as the teaching of Big Maths, Movie maker, I-Pads, STEM and Bug Club. These sessions provided practical advice and links to resources to enhance the class teachers' current teaching approaches. This year some of our secondary colleagues supported these events.</p> <p>Principal Teacher has been involved in South Ayrshire Numeracy Community of Practice and UWS and leadership opportunities and will take part in individual coaching with an external coach.</p> <p>St Cuthbert's has achieved Green Flag Status.</p> <p>We have met with our cluster colleagues on a termly basis for professional dialogue to discuss and share.</p> <p>Staff have been involved in peer observations to reflect on and discuss the learning and teaching which they observed. Our shared headship status has allowed collegiate working to be established and a good practice to be shared. As a cluster we have met on a number of occasions to moderate Social Studies and Writing to ensure there is a shared standard for achieving levels across the cluster. From these moderation activities we were able to identify assessment exemplars for each level which have been shared on Glow with our authority colleagues. The development of Blooms Taxonomy for higher order questioning and thinking skills will continue in 2016 – 2017.</p>
<p><b>3 Curriculum Development</b>  <b>To ensure a more consistent experience for children across stages, from year to year and across our cluster schools through the use of curriculum planners and moderation across the cluster.</b></p>	<p>As an authority, each cluster school has been producing a framework for a key curricular area - the QMA cluster have been working on Social studies. Staff have made significant contributions to the development of the curricular framework and are continuing to look at embedding assessment procedures within this. There is evidence of increased consistency across classes and stages.</p> <p>Formative and summative assessments are now in place to support transition from class to class and stage to stage. GL assessments in Literacy have been introduced in P4 and P7 to supplement CEM data.</p> <p>All class teachers have undertaken training in using the new sexual health</p>

	<p>materials. 'God's Loving Plan'</p> <p>We have piloted frameworks this session apart from Expressive Arts. We believe that the frameworks have supported pace within the school. This will continue to be a priority for next session.</p>
<p><b>4 Self-Evaluation</b>  <b>To increase staff and SMT ability to effectively self-evaluate and set next steps/targets. To moderate self-evaluation across cluster colleagues and develop a rigorous and robust system of quality assurance.</b></p>	<p>Staff are involved in self-evaluation on a personal and school level and cluster level. School assistants have been involved in staff meetings and this collegiate approach has been helpful in shaping future developments and practice. Moderation opportunities for involving cluster colleagues has improved this session. It has been a challenge this session due to staff absence and the lack of cover to maintain a robust system and written evidence trail of quality assurance. It has been necessary to prioritise and reduce the quality assurance calendar. However SLT and staff know the strengths of the school and pupil learning experiences continues to be of a high standard.</p> <p>Self-evaluation – we have introduced a tracker to record on-going attainment in both CfE and AfL data. All staff are increasingly confident in self-evaluation and reflection.</p>
<p><b>5 To raise awareness of south-Ayrshire Council and Education Service Improvement Planning 2014-2017</b></p>	<p>All staff have knowledge of and have discussed the overview of the Council Plan-2014-2017 Strategic Objectives and Outcomes and its impact on all Service users.</p> <p>All staff have read and have discussed the overview of the Education Service and Improvement Planning 2014-2017 Strategic Outcomes.</p> <p>Teaching and Learning within St Patrick's Primary has a main focus of improving attainments in Literacy and Numeracy, with early intervention as a particular focus, to include support for those who experience difficulty and challenge for our more able pupils.</p> <p>One staff members has attended a training session on the new Pastoral Notes Application. Further training on the Role of the Named Person, the New Wellbeing Application on SEEMIS and AYRshare will continue to be a focus for named staff CLPL in session 2016/2017.</p>



## Priorities for 2016 – 2017

No.	Priority	Outcome
1	<p><b>To raise awareness of South Ayrshire Council and Education Service Improvement planning 2014-2017</b></p>	<ul style="list-style-type: none"> <li>• Staff will have knowledge of the Strategic Objectives and Outcomes of South Ayrshire Council Plan 2104-2017.</li> <li>• They will have knowledge of and implement the Education Service and Improvement Planning 2014-2017 Strategic Outcomes.</li> <li>• They will have knowledge of and Implement the Children and Young People’s Act.</li> </ul>
2	<p><b>To further develop Primary/Secondary transition and nursery/primary transition</b></p>	<ul style="list-style-type: none"> <li>• To further develop Nursery/Primary and Primary/Secondary transition to include academic transition as well as opportunities for social transition.</li> <li>• To provide opportunities for pupils to engage with Developing Scotland’s Young Workforce (3-18) initiative.</li> </ul>
3	<p><b>Learning and Teaching</b></p>	<ul style="list-style-type: none"> <li>• To continue to develop an in-house cluster staff CLPL programme which promotes good practice and ensures continued progress in skills and best practice pedagogical approaches.</li> <li>• To engage in high quality moderation activities to raise expectations and standards.</li> <li>• To ensure SIMD data is used to target vulnerable children including LAAC/LAAH to identify wider opportunities ensuring improvement in attainment and equity of experiences.</li> <li>• Pupils continue to be identified for targeted intervention through e.g. Reading Wise programme. Stretch targets are identified for children across our families of school.</li> </ul>
4	<p><b>Curriculum Development</b></p>	<ul style="list-style-type: none"> <li>• To ensure a more consistent experience for children across stages, from year to year and across our cluster schools through the use of curriculum frameworks and moderation across the cluster.</li> <li>• To introduce Gaelic into our 1+2 programme.</li> </ul>
5	<p><b>Self-Evaluation</b></p>	<ul style="list-style-type: none"> <li>• To increase staff and SLT ability to effectively self-evaluate and set next steps/targets.</li> <li>• To engage with self-evaluation processes with cluster colleagues and develop a rigorous and robust system of quality assurance.</li> </ul>

School Improvement Plan for 2016-2017

**Priority 1: To raise awareness of South Ayrshire Council and Education Service Improvement planning 2014-2017**

**Success Criteria:**

- Staff will have knowledge of the Strategic Objectives and Outcomes of South Ayrshire Council Plan 2104-2017.
- They will have knowledge of and implement the Education Service and Improvement Planning 2014-2017 Strategic Outcomes.
- All children and families will know their named person and the procedures around this.

**HGIOS 4: 1.4 2.1 2.4 2.6 3.1**

**Strategic Objective**

Proposed Steps or Implementation Strategies	Personnel Responsible	Timescale
Staff to undertake professional reading on Council Strategic Objectives and Outcomes of South Ayrshire Council Planning document 2104-2017.	School Staff	Aug' Sep'2016
Staff to undertake professional reading on Education Service and Improvement Planning 2014-2017 Strategic Outcomes within Council document.	School Staff	Aug' Sep'2016
Staff implement Objectives and Outcomes through priorities identified in SIP 2016-2017. (Article 3: The best interests of the child must be a top priority in all things that affect children.)	School Staff	Aug- June 2017
Attend training Implement the Children and Young People's Act in particular the implications of the Single Plan and Named Person. (Article 19:Children should not be harmed and should be looked after and kept safe.)	HT, PT	Aug- June 2017
SLT to implement new Pastoral Notes in SEEMIS. (Article 19:Children should not be harmed and should be looked after and kept safe.)	HT, PT	Aug-June 2017
SLT to implement new Wellbeing Application.	HT, PT	Aug-June 2017
Contribute to the achievement of the recommendations made in the ASN review. (Article 3: The best interests of the child must be a top priority in all things that affect children.)	All cluster staff	Aug-June 2017
Respond appropriately to increased expectations published by Education Scotland as well as the publication of HGIOS 4	Cluster SMT	Aug-June 2017

**How we will monitor and measure success:**

- Implementation of Education Service and Improvement Planning 2014-2017 Strategic Outcomes is evident through delivery of priorities within School Improvement Plan 2016-2017.
- Staff evaluations and discussions/professional dialogue.
- Pupil evaluations on learning experiences.
- Parental evaluations.
- Robust Quality Assurance Programme.
- Contribute to South Ayrshire's review of the implementation of the Named Person Act.

**On-going Evaluation**

<u>TERM 1</u>	<u>TERM2</u>	<u>TERM 3</u>

**Priority 2:** To further develop Primary/Secondary transition and nursery/primary transition

**Success Criteria:**

- Staff are confident in assessment and moderation.
- Increased collegiate working among cluster staff across the primary and secondary ensuring a consistent cluster approach using new Curriculum planners as a baseline and pathway for progression from Early to Third Level.
- There is a planned progressive transition programme in place meeting the needs of all pupils from Early to Third Level.
- All stakeholders will be involved in consultation and self-evaluation to plan for improvement.

**Impact on children:**

- Pupils can confidently self and peer assess and set next steps in their learning.
- Pupils demonstrate increased skills from Early to Third Level.
- Pupils demonstrate increasing confidence in applying their learning.
- Pupils confidently demonstrate the skills required to produce high quality learning.
- Pupils will have opportunities to develop their on-going journey of faith.

**HGIOS 4: 1.2 2.3 2.5 3.2**

**Strategic Objective 2**

<b>Proposed Steps or Implementation Strategies</b>	<b>Personnel Responsible</b>	<b>Timescale</b>
IDL theme that supports transition in a variety of subjects to include additional cluster days at QMA – Expertise of secondary teachers to also visit cluster primaries	<b>A. Munro</b>	<b>Sept – May 2017</b>
Cluster pilot assessing schools Catholicity through new self-evaluation materials produced by SCES – Theme ‘Gospel Values’.	<b>Cluster SMT</b>	<b>Sept – May 2017</b>
Cluster meetings (Tuesdays) to include engagement of all staff in moderation and assessment in numeracy and literacy linked to curricular frameworks.	<b>Cluster SMT/CTs</b>	<b>Sept - June 2017</b>
Continue to implement agreed end of year literacy and numeracy assessments.	<b>HTs/CTs</b>	<b>May 2017</b>
Implement NIF assessments. Use of GL assessments as part of Raising attainment for all family of schools	<b>HT</b>	<b>On-going</b>
Early attendance by QMA SMT to attend Cluster Parent Councils to ensure maximum transfers from Primary to QMA by highlighting QMA’s academic results and continuous refurbishment.	<b>QMA SMT</b>	<b>By Dec 2016</b>
QMA to visit feeder primary schools to establish early contact with all cluster Primary 6 and 7 pupils.	<b>QMA Staff</b>	<b>Sept – May 2017</b>
Joint yearly cluster calendar of events established and updated monthly at cluster HT meetings to improve planning – new standing item at cluster meetings.	<b>QMA/Cluster HTs</b>	<b>May 2016 – May 2017</b>
Continue to work within Cluster families of schools to share data and good practice and adopt a collaborative approach to raising attainment.	<b>HT/School staff</b>	<b>Sept – June 2017</b>
Expertise of secondary teachers to support primary school visits e.g. Art and Design and Media etc.	<b>QMA</b>	<b>Sept – May 2016</b>

Annual pilgrimage trip to Carfin Grotto for all P 7 pupils to be organised as part of their on-going faith journey. (Article 14: Every child has a right to their own religion.)	<b>E. Ward/Fr. Kitchen</b>	<b>May 2017</b>
Active Schools Co-ordinator and QMA DHT to co-ordinate and plan interschool sporting events throughout the year.	<b>Active Schools A. Munro</b>	<b>Sept – May 2017</b>
Continue participation in the Pope Francis Award for all P6/7 pupils. Article 14: Every child has a right to their own religion.)	<b>CTs/Parish</b>	<b>Sept – May 2017</b>
All staff to undertake CLPL for the revised Gifts of Holy Spirit and responses for Confirmation. Article 14: Every child has a right to their own religion.)	<b>R.E. Advisor</b>	<b>Aug 2016</b>
Joint primary/secondary Media transition project.	<b>P7 teachers and QMA staff</b>	<b>Aug 2016</b>
Gaelic transition programme across all cluster P1 + P2 pupils. Additional staff training and links on-going with Onthank Primary School. Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority.)	<b>E. Ward/G. Mack P1 Teachers</b>	<b>Aug 2016 – June 2017</b>
Mandarin focus at P5 – P7. Use of Confucius Hub and Mandarin teachers Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority.)	<b>P5 – P7 Teachers</b>	<b>Jan – Apr 2017</b>
Implement South Ayrshire French planners in P1-P7 (P1 – Year 1/ P2-5 – Year 2/ P6 and P7 – MLPS). Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority.)	<b>All staff</b>	<b>Aug 2016 – June 2017</b>
Secondary pupils from QMA will visit the feeder primaries to discuss their subject choice pathway towards their future careers. Links to opportunities for further education, apprenticeships or jobs will be highlighted. (Article 32: Children must be protected from work that is dangerous or that might harm their health or education.)	<b>A. Munro</b>	<b>Aug 2016 – June 2017</b>
QMA Duke of Edinburgh pupils will support P7 pupils with the Award of Ambition.	<b>A. Munro</b>	<b>Aug 2016 – June 2017</b>
QMA Duke of Edinburgh pupils will support feeder P7 residential trips.	<b>A. Munro</b>	<b>Aug 2016 – June 2017</b>
Primary Senior Leadership Teams and class teachers will visit QMA to talk to 4 <sup>th</sup> and 5 <sup>th</sup> year pupils about the Vocation of Teaching.	<b>Cluster HTs</b>	<b>Sept - Dec 2016</b>
P7 Transition challenge event linked to Business skills.	<b>A. Munro</b>	<b>Aug 2016 – June 2017</b>

**How we will monitor and measure success:**

- Staff evaluations and discussions/professional dialogue.
- Pupil evaluations on learning experiences.
- Staff/pupil/parents' views and evaluations.
- Moderation activities.
- External moderation from SCES.

**On-going Evaluation**

<u>TERM 1</u>	<u>TERM2</u>	<u>TERM 3</u>	<u>TERM 4</u>

**Priority 3: Learning and Teaching**

**Success Criteria:**

- Pupils and staff will be confident in using the evaluative language of Blooms Taxonomy. This will be evidenced through learning and teaching visits.
- Staff will use individual assessment and tracking information to ensure appropriate pace and challenge within the class.
- Development of a consistent system to track, monitor and improve the progress of all learners from 3-18.
- Staff will be able to analyse CEM and GL assessment data and use information to plan next steps.
- Staff use baseline assessments in reading/writing and maths/numeracy to measure value added.
- Staff will have increased confidence using the significant aspects within the curriculum frameworks as a basis for moderation.
- Parents will be more involved in curriculum developments within the school.
- Cluster/family data used effectively to identify targets at class/stage and school.
- Staff and SLT continue to become more confident in sharing good practice following classroom observations.

**Impact on Learners**

- Pupils are involved in setting learning intentions and success criteria.
- Pupils can confidently self and peer assess and set next steps in their learning in literacy and numeracy.
- Pupils will be more confident using evaluative language.
- Pupils will recognise the importance of attainment and achievement and will be aware of what they have learned.
- Involving parents on a regular basis will encourage pupils to attain, achieve and succeed.

**HGIOS 4: 2.3 1.2 1.3 1.4 3.1 3.2**

**Strategic Objective 2**

<b>Proposed Steps or Implementation Strategies</b>	<b>Personnel Responsible</b>	<b>Timescale</b>
Continue to develop staff skills in the use of Blooms Taxonomy to support evaluative language in peer and self-assessment.	<b>J. McPeake</b>	<b>Aug – June 2017</b>
Classroom observations focus on pupils’ ability to demonstrate their use of evaluative language in a variety of curricular areas. (Article 12: Every child has a right to have a say in all matters affecting them and to have their views.)	<b>CTs/SLT</b>	<b>Nov – June 2017</b>
Continue the CLPL system to encourage in-house and cluster based training.	<b>Louise Gray</b>	<b>9<sup>th</sup> Nov 2016</b>
Cluster SLT to establish a professional reading group which has a focus on raising attainment for all.	<b>SLT</b>	<b>Termly</b>
DFS Silver accreditation by June 2017	<b>All staff</b>	<b>Aug – June 2017</b>
Identify boost groups for improving attainment in reading. Support staff to be used to deliver Reading Wise and Active Learning.	<b>HT</b>	<b>Aug – June 2017</b>
Continue to share learning with parents in a variety of ways to encourage greater parental involvement.	<b>CTs</b>	<b>Termly</b>
Continue to deliver Reading Wise programme.	<b>School Assistants CTs</b>	<b>Aug – June 2017</b>
Staff to be trained in Number Talk initiative and member of staff to lead Tapestry Making Thinking Visible	<b>CTs Mr Moan</b>	<b>31<sup>st</sup> Aug 2016</b>

Implement Number Talk.	CTs	Aug- June 2017
Authority twilight - moderation across the cluster for Literacy and Numeracy.	E. Ward	Sept-June 2017
Continued parental involvement engaging with progress with CfE and authority initiatives.	SLT	Aug – June 2017
Early identification at nursery and increased links between school and main feeder nurseries to identify needs and implement early intervention strategies.	SLT/P1 CTs + Nursery staff	Jan - June 2017
Staff continue to increase in confidence in analysing school/cluster data in relation to achievements for CEM and CfE data and setting aspirational stretch targets ensuring 90% of children achieving the minimum levels for their age/stage. (Article 28: Your right to learn and go to school.)	CTs	Nov – May 2017
Use SIMD data to target vulnerable children including LAAC/LAAH to identify wider opportunities ensuring improvement in attainment and equity of experiences. (Article 15: Every child has a right to meet with friends and to join groups and clubs.)	SLT/CT and Active schools	Aug-June 2017

**How we will monitor and measure success:**

- Pupils aware of what they need to do to improve and succeed (Quality target setting).
- Feedback from parents.
- Professional conversations with staff regarding pupil progress i.e. tracking meetings.
- Staff working collaboratively to view progress of pupils through CfE levels.
- Moderation of CfE data and evidence.
- Pupil work sampling.
- Evidence from learning and teaching visits.
- Wider achievement overviews.

**On-going Evaluation**

<u>TERM 1</u>	<u>TERM2</u>	<u>TERM 3</u>	<u>TERM 4</u>



**Priority 4: Curriculum Development.**

**Success Criteria:**

- All cluster staff are familiar with and begin to implement new authority skill breakdown/pathways produced for Social Studies to include 3<sup>rd</sup> level and familiarise themselves with new assessment and moderation activities.
- All cluster staff are familiar with and begin to implement new authority skill breakdown/pathways produced for Maths/Numeracy to include 3<sup>rd</sup> level.
- All cluster staff are familiar with and begin to implement new authority skill breakdown/pathways produced for Science to include 3<sup>rd</sup> level.
- All cluster staff are familiar with and begin to implement new authority skill breakdown/pathways produced for Literacy to include 3<sup>rd</sup> level.
- All cluster staff to be familiar and begin to implement the remaining 4 new authority skill breakdown/pathways.
- Evidence of consistency in approach with challenging, enjoyable experiences implemented across classes.
- Robust formative and summative assessments in place for transition from stage to stage and P7/S1.
- Staff have increased personal knowledge and increasing confidence in the delivery Number Talks.
- Staff and SMT will become more confident in working in in-house and cross cluster trios during classroom observations.
- Cluster staff will meet regularly and will be confident in sharing their learning with colleagues through cluster CLPL.
- Staff continue to effectively analyse AfE (CEM) and GL data effectively to inform next steps.
- Increased staff knowledge of RERC Sexual Health Programme (God’s Loving Plan).
- All staff have increased knowledge of the 1+2 initiative that is appropriate to their stage.

**Impact on Pupils:**

- Pupils across the cluster will have experienced the same skills progressions/pathways across each curricular area and across each stage.
- Pupils across the cluster will be working in similar experiences and outcomes across every curricular subject.
- Pupils will be engaged and motivated in enjoyable and challenging learning experiences, including quality Outdoor Learning and Active activities on a more regular basis.
- Pupils will have increased confidence in applying skills in both familiar and unfamiliar contexts across the curriculum.
- Identified pupils will have high quality learning experiences at 3<sup>rd</sup> level maths/numeracy with support from QMA.
- Pupils will have experience of a RERC approved Sexual Health programme from Primary 1 to Primary 7 – God’s Loving Plan.
- Pupils will have experience of learning a new language and culture in the form of French, Mandarin and/or Gaelic.

**HGIOS 4: 2.2 2.3 3.2 2.4  
Strategic Objective 2**

Proposed Steps or Implementation Strategies	Personnel Responsible	Timescale
Further cluster working and moderation sessions of skills/pathways for Numeracy and Literacy.	Whole school	Nov – May 2017
Cluster in-house CLPL training in Number Talks.	SLT	Aug – May 2017

Re-instate Cluster 3 <sup>rd</sup> level transition programme. (Article 29: Your right to become the best you can be.)	<b>QMA/HT Primary</b>	<b>Jan – May 2017</b>
Continue curricular based Cluster opportunities for professional dialogue to share existing approaches, resources, examples of good practice- Reading Wise/Reciprocal Reading/ Number Talks	<b>All Cluster Staff</b>	<b>Sep – May 2017</b>
Continue to implement, develop and evaluate RERC approved Sexual Health programme from Primary 1 to Primary 7 – God’s Loving Plan.	<b>HTs/CTs</b>	<b>Sep – June 2017</b>
Introduce Gaelic provision for primaries 1/2 as part of 1+2 initiative to include intensive training for additional staff .	<b>Cluster and Cross Cluster Staff</b>	<b>Aug/Sep + Apr/May 2017</b>

**How we will monitor and measure success:**

- Robust Quality Assurance programme – forward plans, class observations, etc.
- AfE, GL and SEEMIS tracking.
- Transition assessments.
- Staff evaluations and discussions/professional dialogue.
- Pupil evaluations on learning experiences.
- Staff/pupil/parents’ focus groups.

**On-going Evaluation**

Term 1	Term 2	Term 3	Term 4

**Priority 5: Self Evaluation**

**Success Criteria:**

- All cluster staff have an understanding and begin to implement the Increased Expectations from Education Scotland from early to third level.
- All cluster staff have knowledge and understanding of current Authority/Council objectives.
- All staff will evaluate the progress of the School Improvement Plan termly.
- Consistent approach to assessment is evident through cluster staff working together on moderation activities.
- Evidence stakeholders involvement in consultation and self-evaluation to plan for improvement.
- Evidence of Pupil involvement in consultation and evaluation activities to plan for improvement.
- Staff knowledge and understanding of the significant aspects of learning in all curricular areas is increased and used to evaluate learning.

**Impact on Pupils:**

- Pupil voice is increased through their involvement in producing a pupil friendly School Improvement Plan.
- The time spent on self-evaluation of learning targets will increase pupil attainment and achievement.
- Pupils can confidently self and peer assess and set next steps in their learning.
- Pupils can identify good practice through cluster working.

**HGIOS 4: 1.1 1.2 2.3 3.2  
Strategic Objective 2**

<b>Proposed Steps or Implementation Strategies</b>	<b>Personnel Responsible</b>	<b>Timescale</b>
In-house and Cluster staff CLPL on Increased Expectations from Education Scotland early to third level.	<b>Cluster HTs</b>	<b>Aug 2016</b>
Cluster SLT monthly professional dialogue meetings focussing on Increased Expectations from Education Scotland and <b>HGIOS 4</b> to be an agenda item at monthly cluster meetings.	<b>Cluster SLTs</b>	<b>Sept – June 2017</b>
Evaluate termly progress in agreed curricular areas.	<b>CTs/SLT/Pupils</b>	<b>August – June 2017</b>
Pupil voice groups discuss and share good practice with one cluster school.	<b>HTs + CTs + Parents</b>	<b>August – June 2017</b>
Staff engage in self-evaluation activities with HGIOS.	<b>HTs + CTs</b>	<b>Feb 2017</b>
Continued use of self-evaluation including analysis of AfE (CEM) and GL assessments to inform next steps.	<b>SLT/CTs/ Pupils</b>	<b>Aug – June 2017</b>
Cluster staff have opportunities to engage in moderation of pupil learning maths using video clips	<b>E. Ward</b>	<b>Sep 2016</b>
Staff maintain a CLPL portfolio in line with the new Professional Update.	<b>All Teaching Staff</b>	<b>Aug – June 2017</b>
PRD meetings must include a focus on 'Companions on the Journey'.	<b>SLT</b>	<b>Aug – June 2017</b>

Head Teachers model a coaching and mentoring approach to staff discussions (GROW) to include PRD and professional update.	<b>HTs</b>	<b>Aug – June 2017</b>
Cluster self-evaluation of Catholicity through new self-evaluation materials produced by SCES – Theme ‘Gospel Values’.	<b>Cluster staff</b>	<b>Jan - May 2017</b>
Continue to identify leadership opportunities for staff who are undertaking the Cluster/South Ayrshire leadership programme.	<b>Cluster</b>	<b>Aug – May 2017</b>

**How we will monitor and measure success:**

- Robust Quality Assurance programme.
- Cluster Leadership programme.
- South Ayrshire Leadership Programme.
- Staff evaluations and discussions/professional dialogue.
- Pupil evaluations on learning experiences
- Parents’ views and evaluations.
- Photographs/reports on activities.
- Submission of school self-evaluation document to SCES.

**On-going Evaluation**

<u>TERM 1</u>	<u>TERM2</u>	<u>TERM 3</u>