

# ST ANDREW'S FOX COVERT RC PRIMARY

## School Improvement Plan



### HIGH LEVEL OVERVIEW 2019-2020

Priority 1: LEARNING, TEACHING AND ASSESSMENT: *PLANNING, TRACKING AND MONITORING*

Priority 2: LEARNING, TEACHING AND ASSESSMENT: *LEARNING AND ENGAGEMENT/ QUALITY OF TEACHING*

Priority 3: ENSURING WELLBEING, EQUALITY AND INCLUSION: *WELLBEING, STATUTORY DUTIES AND INCLUSION AND EQUALITY*

Priority 4: RAISING ATTAINMENT AND ACHIEVEMENT: *OVERALL QUALITY OF LEARNERS' ACHIEVEMENT*

■ PEF related priority

■ Classrooms Without Walls related priority

■ Cluster improvement priority

LEARNING, TEACHING AND ASSESSMENT: *PLANNING, TRACKING AND MONITORING*

<b>NIF AREA</b>	<b>HGIOS 4 Quality Indicator(s)</b>
<input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people	2.3.4 Learning, Teaching and Assessment: <i>Planning, Tracking and Monitoring</i> 2.2.1 Curriculum: <i>Rationale and Design</i>

Overall Responsibility: Rebecca Favier (HT) supported by R Quinn (DO Literacy), A Kelly (DO Numeracy) and Andrew Bradshaw (Principal Officer Outdoor Learning), Louise Monaghan (Food Technologies Lead)

Outcomes (by May 2019)	<input type="checkbox"/> planning is proportionate and manageable; clearly identifies what is to be learned and assessed and matches benchmarks <input type="checkbox"/> our plans ensure learning outside the classroom (Classroom without Walls Project) is a regular, progressive curriculum-led experience for all learners <input type="checkbox"/> almost all learners report (focus groups) that they are involved in the planning of their learning <input type="checkbox"/> 100% of teachers are using the school's planning and progression guidance accurately; the principles of curriculum design are evident in all aspects of planning <input type="checkbox"/> food technologies planners are embedded; practice and learner experience is consistent across the school <input type="checkbox"/> detailed weekly plans are consistent across the school planning supports assessment; planned learning links to assessment <input type="checkbox"/> processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching <input type="checkbox"/> 100% of staff report tracking and monitoring procedures are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced <input type="checkbox"/> all teachers have well-developed skills of data analysis which are focused on improvement <input type="checkbox"/> all stakeholders agree that our community and spaces are used to deliver high-quality learning (Classrooms Without Walls Project) <input type="checkbox"/> all stakeholders contribute to the rationale, design and ongoing development of the curriculum; everyone understands what the school is trying to achieve through its curriculum <input type="checkbox"/> all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum
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Task/ Activity	Resources	Time	Progress and Impact will be monitored throughout year and recorded on Self Evaluation Triangle (appendix 1)
Teachers provided with planning and assessment folders as agreed session 2018/2019	New, fully populated planning and assessment folders	By June 2019 (MB/RF)	
Ensure Weekly Intended Learning and IDL planners are published to class section of the website (moderate during stage meetings)	All staff web access	★staff meetings	
Teachers provided with block 1 tracker (RQ and AK) for update at each planning block; discussed at attainment meetings	AK and RQ attainment meetings All staff access to trackers (RQ and AK at DO funded through PEF)	Attainment Meetings	
Review and amendment of School Curriculum Rationale (staff, pupil, parent and parish focus groups) to ensure Classrooms with Out Walls underpins our rationale	Cloud 9 Diagram LOTC resources	CAT 2	
Moderation of IDL Planners	IDL templates and examples	CAT 8	
Audit of SS, S and T planners (formerly topic overview grid)	Existing school topic overview grid	CAT 10	

LEARNING, TEACHING AND ASSESSMENT: *LEARNING AND ENGAGEMENT/ QUALITY OF TEACHING*

<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <p>2.3.1 Learning, Teaching and Assessment: Learning and Engagement                  2.3.2 Learning, Teaching and Assessment: Quality of Teaching                  2.2.3 Curriculum: Learning Pathways</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by M Brannan (PT), <b>Andrew Bradshaw (Principal Officer Outdoor Learning)</b> and A Kelly (DO Numeracy)</p>	

<p>Outcomes (by May 2019)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes; we have a shared understanding of what 'high quality learning' looks like, feels like and sounds like</li> <li><input type="checkbox"/> we have a shared definition of an effective learner and teacher (VL)</li> <li><input type="checkbox"/> all learners play an active role in the school to lead the learning; we have developed a shared language across the school (identify 4 learner dispositions)</li> <li><input type="checkbox"/> <b>learning Beyond the Classroom is a regular, progressive curriculum-led experience for all learners</b></li> <li><input type="checkbox"/> learners receive instructional feedback (VL) and have an accurate understanding of their progress in learning and what they need to do to improve</li> <li><input type="checkbox"/> learners are able to give instructional feedback (VL) to their peers on their learning and suggest ways in which they can improve</li> <li><input type="checkbox"/> staff access and apply relevant findings from educational research to improve learning and teaching (VL/ Hattie and <b>research provided by Andrew Bradshaw</b>)</li> <li><input type="checkbox"/> <b>mental agility learning, teaching and assessment is progressive and consistent across the school</b></li> </ul>
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Task/ Activity	Resources	Time	Progress and Impact will be monitored throughout year and recorded on Self Evaluation Triangle (appendix 2)
Implement Visible Learning Action Plan	Visible Learning Action Plan Visible Learning Impact Coach (MB)	MB released 4 x Friday mornings over session	
Pilot then adapt <b>Outdoor Learning Cards resource</b>	<b>Andrew Bradshaw</b>		
Build upon Bronze LoTC Award and achieve Gold	LoTC resources (Gold Criteria Attached as Appendix 5) and Andrew Bradshaw	CAT 12 1x Inservice Day	
Shared Practice with Cluster Schools (VL and <b>mental agility</b> )	HT to cover classes to enable shared classroom experience September and February	September and February	
Develop and embed <b>Mental Agility policy and procedure</b>	<b>CEC SEAL resources and mental agility guidelines</b>	CAT 15	

ENSURING WELLBEING, EQUALITY AND INCLUSION: *INCLUSION AND EQUALITY*

<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul> <p>Overall Responsibility: Rebecca Favier (HT) supported by <b>Andrew Bradshaw (Principal Officer Outdoor Learning)</b></p>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <p>3.2.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing          3.2.2 Ensuring Wellbeing, Equality and Inclusion: Fulfilment of statutory duties          3.2.1 Ensuring Wellbeing, Equality and Inclusion: Inclusion and equality</p>
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<p>Outcomes (by May 2019)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> our whole learning community has a shared understanding of wellbeing and the children's rights</li> <li><input checked="" type="checkbox"/> <b>Edinburgh Learns 'Inclusion' and 'Health and Wellbeing' Frameworks embedded</b></li> <li><input type="checkbox"/> all stakeholders promote a climate where children and young people feel safe and secure</li> <li><input type="checkbox"/> all staff and partners model behaviour which promotes and supports the wellbeing of all</li> <li><input type="checkbox"/> all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague</li> <li><input type="checkbox"/> staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life</li> <li><input type="checkbox"/> staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about</li> <li><input type="checkbox"/> all staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion (including Edinburgh Pathways)</li> <li><input type="checkbox"/> all staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people</li> <li><input type="checkbox"/> our curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance</li> <li><input type="checkbox"/> our learners are knowledgeable about equalities and inclusion; they feel able to challenge discrimination, xenophobia and intolerance when they come across it</li> <li><input type="checkbox"/> <b>outdoor spaces are used effectively to promote positive relationships and wellbeing; staff take account of research linking benefits of outdoor learning and green space with wellbeing</b></li> </ul>
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Task/ Activity	Resources	Time	
Design and implement 'Rights Informed: Rights Embedded' self-accreditation	Support from Diocesan Office CYPCS	CAT 1	Progress and Impact will be monitored throughout year and recorded on Self Evaluation Triangle (appendix 3)
Embed SHANARRI indicators into classroom dialogue			
Build upon Pathways CPD offered in May 2019 to embed and link with CIRCLE	Service Level Agreement	1x in service Day	
Explore Education Scotland's embedding inclusion, equity and empowerment materials	Education Scotland Materials	CAT 11	
Project Participation: The 7 Golden Rules for Participation	CYPCS Materials	CAT 9	
Learners access outdoor spaces weekly	local environment PSAs		
PSA team engage in professional learning regarding Classrooms without Walls Project; safety, curriculum and Health and Wellbeing focus	Andrew Bradshaw	4 meetings over the session	

**PRIORITY 4**

Yellow House  
Responsibility

**RAISING ATTAINMENT AND ACHIEVEMENT: OVERALL QUALITY OF LEARNERS' ACHIEVEMENT**

<p><b>NIF AREA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people</li> <li><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>HGIOS 4 Quality Indicator(s)</b></p> <p>2.3.1 Learning, Teaching and Assessment: Learning and Engagement:</p> <p>1.1.3 Self Evaluation for Self-Improvement: Impact on learners' successes and achievements</p> <p>2.6.1 Transitions: Arrangements to support learners and their families</p> <p>3.2.3 Raising Attainment and Achievement: Overall quality of learners' achievement</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by <a href="#">Andrew Bradshaw (Principal Officer Outdoor Learning)</a></p>	

<p>Outcomes (by May 2019)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> all stakeholders share an understanding of 'achievement'; the totality of skills and attributes embedded within the four capacities of Curriculum for Excellence and developed across the curriculum in school and through learning in other contexts.</li> <li><input checked="" type="checkbox"/> all learners achieve through accessing and learning the outdoors</li> <li><input type="checkbox"/> all Primary 6 and Primary 7 pupils celebrate achievement through the Pope Francis Faith Award</li> <li><input type="checkbox"/> all pupils recognise their achievements in driving forward school improvement</li> <li><input type="checkbox"/> we capture the impact of children and young people's achievements on our local community and global partners; learners' achievements in and out of school are recorded and recognised.</li> <li><input type="checkbox"/> all pupils understand how their achievements help them develop skills for life, learning and work</li> <li><input type="checkbox"/> across the year, there is focused attention on monitoring and evaluating children's achievements</li> <li><input type="checkbox"/> there are clear processes in place for the transfer of information at times of transition regarding pupil achievements across the curriculum</li> </ul>
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Task/ Activity	Resources	Time	
Develop shared definition of 'achievement' with all stakeholders		Assemblies and house meetings	Progress and Impact will be monitored throughout year and recorded on Self Evaluation Triangle (appendix 4)
Embed achievement trackers (ensuring these are purposeful for transitions)	Achievement Trackers	2 x staff meetings	
Implement Nurture, Inspire, Flourish Jigsaw Recognition across the school	New Recognition Materials		
<b>Plan opportunities for all learners to achieve in the outdoors (using Outdoor Learning Cards); all pupils to have earned 'flourish jigsaw piece'</b>	New Recognition Materials		
Develop Global Link with Partnership School	ScotDec Training British Council Connecting Classrooms Parish	1 x CAT TBC HT to parish council	
Embed PFFA in Primary 6 and Primary 7	Parish		

## LoTC Gold Criteria

1. The organisation has a stated commitment to providing and developing learning outside the classroom experiences for all pupils	2. The organisation plans learning effectively	3. The organisation makes good use of all available resources in designing and delivering LoTC	4. The organisation effectively monitors and evaluates the impact of LoTC	5. The organisation manages risk and the perception of risk effectively	6. The organisation is actively engaged in promoting the benefits of LoTC
A 'whole organisation' approach to LoTC is outlined in the organisation's mission statement and in any promotional materials.	LoTC is fully integrated into the organisation improvement / development plan and all curriculum and learning plans.	Full, innovative and imaginative use is made of any grounds.	In addition to evaluating academic progress, the organisation has procedures in place to monitor less tangible outcomes, e.g. behaviour, level of engagement, confidence.	A robust LoTC policy is in place covering activities both on and off site.	A regular update of LoTC activities and the motives behind them is sent to parents, governors and community partners.
A named person/team is responsible for overseeing LoTC delivery and development.	LoTC is fully integrated in all parts of the curriculum.	The surrounding area and community facilities are regularly used to facilitate LoTC.	Records are kept of improvements in all areas and these are communicated to parents and governors, both as statistics and case studies.	Standard risk benefit assessments are in place for all types of activity.	Achievements are celebrated throughout the organisation population.
A creative approach to curriculum interpretation is instilled in all teaching staff through induction and ongoing CPD. All new teaching staff (not just NQTs) are given a full LoTC induction with LoTC mentoring available in their first year.	LoTC is designed with specific learning outcomes in mind.	The organisation has strong links with the local community, including parents, families and other organisations and exploits these links to facilitate LoTC.	Each pupil's LoTC development is planned and monitored, records are used in evaluating the success of LoTC activities.	There is a blanket parental consent in place for low-risk off site activities as part of the normal school day.	Staff members participate in LoTC networks to support other organisations in improving their LoTC provision.
Staff are supported to engage with LoTC and regular training and/or mentoring is provided.	A range of different age and ability appropriate activities and experiences are provided.	The organisation has strong links with local businesses and other organisations, and those further afield, in order to widen the LoTC opportunities available.		There is an appointed Educational Visits Coordinator or other nominated teacher to ensure effective risk management on out of school LoTC experiences.	The organisation contributes to wider LoTC CPD & education, e.g. by providing case studies to the LoTC website, LoTC newsletter or other relevant media, joining LoTC as a member school, etc.
Parental engagement is actively sought; parents are kept up to date with LoTC development and activities.	Full use is made of all LoTC activities and experiences through effective preparation and follow up work	The organisation ensures that all pupils have suitable clothing available so that weather is not a barrier to LoTC.		Effective use of preliminary visits is made to support creating good risk management plans	
Inclusive frequent, continuous and progressive LoTC is available to all pupils.	There is a gradual and continual progression in the level of challenge involved, tailored to each pupil and planned across subject areas	The organisation ensures that all staff have access to ongoing CPD opportunities to develop their skills.		Staff undergo regular training and collaborate effectively in writing risk management plans.	
LoTC Policies aim to ensure that no pupil is excluded from any LoTC activity.	Where external providers are used the organisation ensures that the educational quality and risk management level is appropriate; for example by checking for accreditation such as the LoTC Quality Badge.			Staff understand the principle of risk benefit assessment and policies, plans and generic risk assessments reflect this	
LoTC is fully integrated into all subject policies.	Good practice in LoTC is informed by external advice and support.				
LoTC guidance documents are available to teachers all activities and subjects.					
LoTC is highlighted at every opportunity as an important part of delivering the curriculum					