



Sacred Heart Primary School

School Improvement Plan
2016 - 2017

Sacred Heart Primary 2016 - 17

Priority Area	Q.I.	Local Authority	School Level	Outcomes
Leadership And Management				
Self Evaluation	1.1	Implement School Leadership Programme to support delivery of new Education(Scotland) Act: NIF, GIRFEC, Named Person and HGIOS4	<p>HT and PT participate and disseminate/ implement information/ strategies from School Leadership Programme (meetings, QIPs and professional reading) in supporting our staff review of the Programme of Self Evaluation and leadership issues, uplifting and inspiring staff by example focusing on planning motivating experiences with and for our learners</p> <p>All staff participate in leadership aspects of school/ feed back on impact of their objectives (PR+D and MPM) to all staff. (All staff have roles)</p> <p>New Nursery staff and community to be supported by Management Team through the transition to the new ELCC model, in becoming part of the Sacred Heart Team, in working with the new locality Peripatetic Team, and in maintaining/ improving practice.</p>	<p>To inspire staff to extend leadership roles within the school</p> <p>To have a SE programme involving all staff</p> <p>All staff take part in Professional Dialogue about the impact their objectives have had on learning and receive feedback</p> <p>Learners continuing to make very good progress supported by the Nursery Team. Sacred Heart Community (staff and parents) and the locality Peripatetic Team</p>
Leadership of learning	1.2		<p>Teaching staff use CfE/GL/SWST/Assessment data to measure progress and impact of intervention strategies <i>to know their impact.</i></p> <p>To continue to support learners to be leaders of their own learning see 2.3 below.</p> <p>Parents to be invited to participate in the development of aspects of school, i.e. developing our school garden with learners and sharing skills with learners.</p>	<p>Staff are aware of their impact on progress in learning through the evidence of data</p> <p>Increased numbers of learners knowing where they are in their learning</p> <p>Increased numbers of parents being actively involved in improving our school</p>

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	1.3	To grow our ASGs into Learning Communities in order to continue to build the self improving system updating resources in line with HGIOS 4 and NIF	Teaching staff to participate in development of priorities PHS/BHS and SDHS ASGs. a. Science funded by SSERC (PHS/ BHS lead by group of practitioners - JD in SH) b. 'What does it look like to achieve a level in St David's Learning Community with all teaching staff engaging with all aspects of professional practice and working collegiately- at CfE level groups - with members of educational communities with enthusiasm, adaptability and constructive critically, bringing back to school ideas for improving our Literacy/Numeracy programmes and planning, assessment and reporting systems from other schools.	Increased staff leadership/ collaborative skills and confidence A better understanding of how our Literacy/ Numeracy programmes and planning/ assessment/ moderation systems can be improved. Increased collaborative work across ASGs
Learning Provision				
Curriculum	2.2	.	To revisit the rationale of our curriculum in consider appropriate IDLs contexts for annual. To share / review programmes of work in Literacy and Numeracy in consultation with SDHS ASG primaries. To review our Science programme of work	To have a school Strapline reflecting our new mission statement and aims To have reviewed programmes of work in place To have a plan to update our Science programme
Learning, teaching and assessment	2.3	To continue to support schools with moderation, tracking and assessment of progress	To develop our planning, assessment and moderation processes in our own school through sharing ideas with SDHS ASG schools. To develop learning and teaching in Science through development with PHS/BHS ASG. To continue to develop assessment capable learners through learning powers, through use of success criteria, personal target setting and by giving time to reflect on completed tasks.	To have reviewed processes in place with increased professional understanding To have plans in place for developing learning and teaching in Science To have increased numbers of learners knowing where they are in their learning
	2.5		To engage families in learning though invitations to Open Days, Class Open sessions, class 'Coffee 'n' Chat' occasions and focus groups	Increased parental understanding of learning and teaching approaches

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Successes and Achievements				
Raising attainment	3.2	To increase the number of children achieving the expected CfE level in Reading, Writing, Talking and Listening, Numeracy and Maths by the end of P1,P4 and P7. 2% increase in attendance. 2% decrease in exclusion.	To share CfE programmes of work with learners and parents in numeracy, writing and reading so that CfE levels and next steps are understood. To continue to share (and predict) CfE levels in listening/ talking, reading, writing and numeracy/maths during Professional Dialogue Meetings. To introduce planning overviews focussing on SAL and assessments with separate evaluation overviews To continue moderation processes in numeracy and writing, introducing moderation in reading through collegiate planning and Professional Dialogue and moderation meetings.	Increased numbers of learners achieving the expected levels Reading, Writing, Talking and Listening, Numeracy and Maths by the end of P1,P4 and P7. Increased professional understanding of 'achieving a level' Increased professional understanding and focus in planning, learning, assessment and moderation
Raising attainment	3.2	To close the gap between the least and the most advantaged	Nursery,P1 and 2 focus groups of parents on supporting the Big Bedtime Read, learning to read, write and count. To continue 'Raising Children With Confidence' courses for parents/ carers. To provide free breakfasts at our Breakfast Club for children with socio-economic issues.	Improved attainment Shared understanding of child development/ learning development Breakfasts being provided for learners with socio-economic issues