



# School Improvement Plan Summary: Sacred Heart Primary School 2023 -2024

Every year, we ask our school community how we could improve our school. All views are considered and we write a school improvement plan. We also write a report on how last year's improvements went. The plan and report are known as a "School Quality and Improvement Plan" A short summary of this year's plan is given below. A more detailed version is also available.

## Our school's vision, values and aims

**SACRED HEART PRIMARY SCHOOL**  
**VISION, VALUES & AIMS**

**Aspire**      **Nurture**      **Learn**      **Achieve**

**OUR VALUES**  
H: Honesty  
E: Equality  
A: Ambition  
R: Respect  
T: Trust  
& Faith

**OUR AIMS**  
Provide a safe, nurturing learning environment  
Develop resilient, ambitious, creative and curious learners  
Support and challenge our learners  
Develop a 'can do' attitude in our learners  
Respect the rights of our learners

Everyone plays a part at Sacred Heart

## Last year's school improvement plan

What we improved	How we improved	What impact this had on pupils
<p>Development of digital literacy for pupils and staff</p>	<p>All children and adults in P4-7 were trained to use Read &amp; Write</p> <p>Google classroom has become a routine platform for sharing information in lessons/assigning learning to pupils</p> <p>Embedding use of ipads to support learning in Nursery and P1-3</p> <p>Engagement with Digital Team within the local authority to provide training and in-class support as required.</p>	<p>Almost all children in P4-7 can use Google Classroom without support</p> <p>Almost all children in P4-7 can use Read &amp; Write without support</p> <p>The majority of children who are not on track in writing in P4-7 use Read and Write to support their writing</p> <p>P1-3 use ipads daily to support and enhance learning</p> <p>Nursery use ipads regularly to support and enhance opportunities for learning</p>
<p>Almost all children engage with Zones of Regulation, can identify how they are feeling at different points in the day and can explain strategies to get into the 'green' zone.</p>	<p>All classrooms engage with Zones of Regulation daily, incorporating check-ins periodically over the course of the day.</p> <p>Some classes have developed breakout spaces to support self-regulation strategies</p>	<p>Almost all learners can articulate strategies to help them get to the 'green zone', supporting self regulation within the school</p>
<p>We re-established the role of champions within the school</p>	<p>All learners had the opportunity to choose an adult to be their 'champion', an adult they could talk to and seek guidance and support from.</p>	<p>Pupils actively seek opportunities to speak to their champion</p> <p>Time is protected</p>

<p>We developed further opportunities for staff development through a professional reading book club</p>	<p>All teaching staff engaged in professional dialogue based on one chapter per week, with discussion guidance provided by SLT</p>	<p>Staff had the opportunity to reflect on their own practice based on their professional reading and consider personal areas for improvement</p>
<p>We improved how we ensure that we are meeting the needs of individual learners through robust attainment meetings and greater engagement with resources to support learners</p>	<p>Data-dialogue formed the basis for attainment meetings to ensure we were meeting the needs of all learners</p> <p>Identification and targeted support of learners who were not on track</p>	<p>Targeted pupils received increase support within their classroom or outwith the classroom to help to close the attainment gap</p>
<p>We developed a rich, engaging and evolving learning environment in the ELC</p>	<p>Audits were completed in collaboration with learners to review the provision.</p> <p>The layout of the playroom was adapted to facilitate greater opportunity for learning. This included changing the location of key resources to ensure children could concentrate on activities and independently access materials.</p> <p>Planning is reviewed and discussed weekly and signposted evaluations take place by some staff. An overview of the learning has been incorporated and the use of progression pathways to indicate gaps in learning has been used consistently and confidently by less than half of the staff</p>	<p>Increased opportunities for play-based learning</p> <p>Increased opportunities to challenge learners</p> <p>Increased ownership over play provocations within the playroom</p> <p>Changes have enabled our learners to self-direct, resource and manage their own learning experiences. Less than half of our learners are able to talk about their own learning.</p>
<p>We developed the observation, planning and assessment cycle in ELC</p>	<p>More balanced approach to planned/intended learning and spontaneous learning</p>	<p>Planning is more coherent and appropriate for the learners.</p>

	<p>Introduction of seasonal planners</p> <p>Introduction of floor books, which include children's contributions and reflections.</p> <p>Re-establishment of learning priorities for learners</p> <p>Tracking of progress in Literacy, Numeracy and Health and Wellbeing through the use of progression pathways</p>	<p>Learners are being challenged</p> <p>Observations are more meaningful and relevant to an individual's learning priorities</p> <p>Majority of staff are becoming increasingly confident with spontaneous planning</p>
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## This year's improvements

What we will improve	How we will improve this	The impact on learners that this will have
Curriculum design	<p>All teachers will embed the Midlothian Council Literacy &amp; Numeracy progressions Early to Second Level.</p> <p>All teachers will engage with the curriculum progressions for all other subject areas to support planning and ensure adequate challenge within lessons</p> <p>Curriculum bundling of E's and O's within three year cycles</p>	<p>All learners will have a consistent, coherent and progressive programme of learning in Literacy &amp; Numeracy.</p> <p>All learners will experience greater challenge and greater progress in learning</p> <p>All learners will receive their full curriculum entitlement</p>
Learning, Teaching and Assessment	<p>Engagement with Local Authority Raising Attainment Strategy</p> <p>Support from Raising Attainment team to improve learning and teaching of Literacy and Numeracy</p> <p>Engagement with data to improve attainment</p> <p>Regular attainment monitoring</p> <p>Peer observation trios</p> <p>SLT observation</p> <p>Review of Learning, Teaching and Assessment Policy</p> <p>Practitioner Enquiry linked to 'Big 5'</p> <p>Moderation opportunities</p>	<p>All learners will receive timely and constructive feedback to improve learning</p> <p>All class teachers will have the opportunity to develop their practice through observations and professional dialogue, leading to improved learning opportunities for learners</p> <p>Through moderation opportunities, all teaching staff will be supported to make robust judgements on the achievement of a level</p> <p>Learners requiring support will be identified earlier and opportunities for early intervention will be maximised</p>

	Improved approaches to tracking attainment over time	
Play-based learning in the Early Years	<p>Improvement opportunities for play throughout early level</p> <p>Continue to develop the planning, observation and assessment cycle within the ELC</p> <p>Collegiate work between Nursery and P1 to develop practice</p> <p>Primary 1 teacher to visit other settings to observe good practice</p>	Learning through play in the Early Years will become embedded and routine and provide rich opportunities for learning
Celebration and tracking of wider achievements across the school	<p>Whole school display will track and celebrate wider achievements of learners</p> <p>School staff will run extracurricular clubs to ensure all learners have access to opportunities for wider achievement</p>	<p>All learners will have the opportunity to participate in wider achievements within the school</p> <p>Learners who do not have the same opportunities for wider achievement at home will be supported and presented with opportunities at school</p>
Children's wellbeing	<p>Regular wellbeing assemblies, focusing on the wellbeing indicators</p> <p>Relaunch of school champions using QR codes/google forms to request champion check ins</p> <p>Termly engagement with GIRFEC survey to monitor wellbeing over time</p> <p>Development of champions policy with learners and wider stakeholders</p>	<p>Almost all learners will be able to explain the wellbeing indicators and what they mean</p> <p>The GIRFEC survey results will show an overall upward trend in how children are feeling at school, in relation to the wellbeing indicator</p> <p>All learners will understand the role of a champion in school and how it impacts them.</p>

Most schools in Scotland receive extra money from the Scottish Government. This money can be used to reduce inequality for children who live in households with lower incomes. This is how we used last year's extra money and how we plan to use this year's extra money.

<b>Last year: what we did</b>	<b>The impact for learners</b>
We provided funding for families who required financial support for trips and wider school experiences	All learners had equal access to all school trips and wider school activities that had cost implications
We increased the hours of learning assistant support for learners requiring additional support in Literacy, especially Reading	Effective targeted intervention in reading resulted in an increase in attainment in Reading in P4, with 68% of learners on track by the end of the session and in Reading in P7, with 79% of learners on track by the end of the session.
We purchased concrete resources to support the learning and teaching of Numeracy in all classes.	Learners had more opportunities to develop their understanding of mathematical concepts through manipulation of concrete materials. Class teachers reported higher levels of engagement in numeracy lessons. Attainment in Numeracy increased to 68% in P4 and 70% in P7.
We increased the hours of learning assistants to ensure adequate staffing for breakfast club and maintained free access to breakfast club for all learners	Attendance and punctuality of most targeted learners improved. All learners had the opportunity to start the school day with a healthy breakfast.
<b>This year: what we will do</b>	<b>The impact for learners</b>
We will increase the hours of the Support for Learning teacher in school, who will work with individual learners and small groups of learners who need extra support in Literacy and Numeracy	The majority of learners will achieve the expected level of Literacy and Numeracy by P4 and P7. We will reduce the "attainment gap" between learners who live in households with lower incomes and other learners.
We will provide learners with an online library of books to support and encourage increased reading opportunities at home and at school.	Most learners will engage in daily reading for pleasure and will have regular opportunities to develop skills for reading
We will continue to provide funding for families who required financial support for trips and wider school experiences	All learners will have equal access to all school trips and wider school activities that had cost implications
We will purchase a resource to support the development of early language and communication skills for our P1 learners	Targeted learners in P1 will be provided with additional opportunities to develop their language and communication skills, which will result in accelerated progress within the level of achievement