

## St Anthony's R.C. Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners will experience a health and wellbeing curriculum which demonstrates engagement in a CfE Health &amp; Wellbeing principles and practice</p> <p>All children, P1-P7, will self-report using the wellbeing indicators on a regular basis and will use the language of wellbeing confidently</p>	<p><b>How will you address the HWB needs identified?</b></p> <ul style="list-style-type: none"> <li>All staff will utilise the WL Health and Wellbeing Recovery Plan</li> <li>All practitioners to continue to embed the WL Health and Wellbeing Pathways</li> <li>One Trusted Adult activities across the whole school</li> </ul> <p><b>How will you baseline where you are in order to measure next steps and impact?</b></p> <ul style="list-style-type: none"> <li>Data analysis of self-reporting and teacher judgement</li> <li>Health and Wellbeing Questionnaire</li> </ul> <p><b>How will it inform your 'phased' curriculum rationale?</b></p> <ul style="list-style-type: none"> <li>Interrogate the data from the Ethos Survey to identify barriers to wellbeing and focus areas for improvement</li> <li>Consult with parents on areas identified</li> </ul>	<p>June 2021</p> <p>December 2020</p> <p>December 2020</p>	<ul style="list-style-type: none"> <li>Pupils report positively (surveys and focus groups) about their wellbeing</li> <li>Sampling of children's self-reporting and their ability to discuss this information (Target of almost all children reporting understanding of wellbeing indicators appropriate to stage)</li> <li>All children can name an adult they can talk to in school and can confidently describe how this is facilitated</li> <li>Leuven Scale to measure pupil engagement</li> <li>Measure of stakeholder feedback</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>Attainment in Literacy will increase by further developing a Writing culture across the school and focussing on the explicit reading strategies and skills</p> <p>Attainment in Numeracy will increase by all pupils experiencing consistency in the teaching of Numeracy strategies</p>	<p><b>Building on available data (including CfE levels) outline proposed actions to address the additional 'gaps' that have emerged and how you plan to continue progression in learning</b></p> <ul style="list-style-type: none"> <li>Teacher planning will be informed by a variety of data</li> <li>Whole school Literacy strategy to be developed with a focus on writing</li> </ul> <p><b>How are you changing and adapting your curriculum in order to address identified needs and the current context?</b></p> <ul style="list-style-type: none"> <li>Leadership Groups/Department Action Plans</li> <li>Focused Excellence and Equity meetings</li> <li>Develop consistency and shared understanding of high quality teaching and learning experiences in Literacy and Numeracy</li> <li>Increased staff skill in effectively implementing moderation in writing at early, first and second level</li> </ul>	<p>October 2020</p> <p>December 2020</p> <p>June 2021</p>	<ul style="list-style-type: none"> <li>Increase number of learners achieving expected levels of CfE in literacy by 3% and numeracy by 2%</li> <li>All staff will be skilled in reporting, recording and analysing data to inform planning</li> <li>All staff will engage with CLPL sessions</li> <li>Self-evaluating HGIOS 4 QI 2.3 and 3.1</li> <li>Develop approaches to improving literacy and numeracy through Cluster Training</li> <li>Individual PRD targets are focused on pedagogical practice – particular focus on learning, teaching and assessment</li> </ul>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through literacy and numeracy interventions the children in our target groups will be on track leading to increased attainment in Literacy and Numeracy by 5%</p> <p>Increase and sustain attendance for learners in Quintile 1 to above 95%</p>	<p><b>In further developing digital learning to support in-school and learning at home, what additional actions may be required to allow for equitable opportunities for all of your children / young people?</b></p> <ul style="list-style-type: none"> <li>Pupils without access to IT will be provided with equipment</li> </ul> <p><b>Ensuring excellence, pull forward SIP priorities still be undertaken from 19/20 (if they are still a priority)</b></p> <ul style="list-style-type: none"> <li>Continue to implement PEF Numeracy Action Plan</li> <li>Cluster/RIC numeracy CLPL to build staff capacity</li> </ul>	<p>October 2020</p> <p>June 2021</p>	<ul style="list-style-type: none"> <li>All pupils will engage with digital learning opportunities in class and for home learning</li> <li>Analysis of all current data</li> <li>Peer observations to enhance staff understanding and confidence in digital learning</li> <li>RIC offers and feedback with staff sharing learning</li> <li>Self-evaluation using HGIOS 4 3.2 challenge questions</li> <li>Staff develop a greater understanding of the analysis of data to enhance practice</li> </ul>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Develop and implement a DYW Action Plan based on the Career Education Standard</p>	<p><b>How will your IDL approach support improvement and the development of transferable skills?</b></p> <ul style="list-style-type: none"> <li>Tracking wider achievement through E&amp;E Meetings</li> <li>Opportunities to lead learning through Seesaw and Teams</li> </ul> <p><b>How are you changing and adapting your curriculum in order to address the STEM/STEAM agenda?</b></p> <ul style="list-style-type: none"> <li>RAISE STEM Development Post Holder to deliver CAT sessions for planning and moderation, plan with teaching staff and team teach to deliver planned lessons</li> <li>All staff completed STEM survey</li> <li>EDINA Trust Grant provided resources for school which staff will use to plan for outdoor learning lessons</li> </ul>	<p>August 2020 – June 2021</p> <p>November 2020 – June 2021</p>	<ul style="list-style-type: none"> <li>HGIORs activities will reflect pupil confidence in self-evaluation</li> <li>All staff will be more skilled and confident in their planning and delivery of STEM / STEAM lessons</li> <li>Most pupils will be more skilled in making connections in their learning and applying their learning across all curricular areas</li> <li>All learners are increasingly able to demonstrate skills for learning, life and work as they move through their learning pathways</li> </ul>

