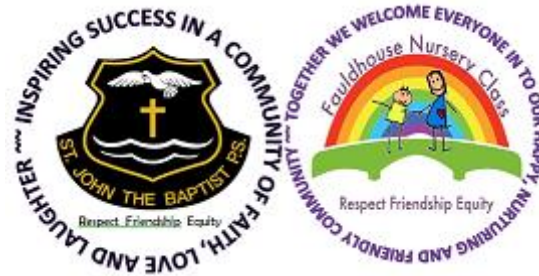




**St John the Baptist Primary School
SCHOOL IMPROVEMENT PLAN
RECOVERY PHASE PLAN**

2020 / 2021



Vision, Values & Aims

At St John the Baptist School our vision is:

“Inspiring success in a community of faith, love and laughter”

This vision is embodied in our school’s aims to:

Create a welcoming and happy environment where all achievement is celebrated

Listen to and consider all points of view

Provide a variety of stimulating opportunities and experiences to maximise potential

Equip children with the skills for life and for the future

Recognise and support different styles of learning and teaching

Work in partnership within our school and the wider community

Our values guide the way we work, they are:

Respect, friendship and equity.

Learning across the four contexts at St John the Baptist

Opportunities for personal achievement

- Celebration assemblies linked to Leader in Me and Health and Wellbeing.
- Celebration of Leader in Me challenges in class each week and through assembly.
- Forest Schools skills based learning.
- iachieve celebrating wider achievement.
- Recognition boards in classrooms.
- Decision making groups
- Ambassadors across the school

Interdisciplinary Learning

- Developing our young work force – work with West Lothian College across cluster
- Links to STEM – Science, technology, engineering and mathematics
- St John the Baptist Big Play Rationale
- Play based learning approaches across all stages
- Opportunities for outdoor learning
- Agile learning culture encouraged
- Development of ‘The 7 Habits of Happy Kids’ through Leader in Me.



- Teddy Bear Policies and trauma informed practice
- Accreditation -The Attachment and Trauma Sensitive School Award
- Strong connections to our local community
- Forestry Commission, Fauldhouse Play Collaborative, Community Development Trust, Joint Schools Partnership, Church parish links.
- Parent Council
- Risk assessment for safe working practices

Ethos and life of the school as a community

- A recovery curriculum focused on health and wellbeing, literacy and numeracy supported by the West Lothian Recovery Curriculum Road Map
- A strengthened Support for Learning team to deliver support and challenge across all stages
- Focus on attainment and assessment to ensure progression and achievement at all levels
- Digital learning embedded across all curricular areas

Curriculum areas and subjects

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> Continue to develop trauma informed practice and work to become an attachment led school where the principles of nurture are evident in practice. 	<ul style="list-style-type: none"> Continue to develop an understanding of the Children's Rights model. Ensure there are planned, progressive opportunities to promote wellbeing and children's rights. Further embed the six principles of nurture across the school, PSWs trained and implementing appropriate interventions across all stages. Embed the whole school system for recognising and celebrating success and achievement. Provide more opportunities for parental engagement. Continue to build staff knowledge of barriers to learning and provide strategies and skills to address these. 	<ul style="list-style-type: none"> Accreditation of ATSSA Silver level to be awarded in March Almost all (90%) pupils will self-report positively using the wellbeing indicators. Quality assurance will evidence the use of nurturing principles in every classroom. All children will have access to safe spaces to manage overload or dysregulation. One trusted adult approach used consistently across all stages.
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> Ensure pupils receive consistently high quality learning experiences in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on writing and numeracy. 	<ul style="list-style-type: none"> School to make use of RIC support and resources in numeracy. Numeracy Pedagogy Team to advise SLT and staff team of interventions to support numeracy. Numeracy lead to engage team in formulating and delivering the Numeracy Action Plan. Literacy lead to engage team in formulating and delivering the Literacy Action Plan. Work collaboratively across the school community to develop a culture for reading and writing. All staff will implement strategies learned through the Osiris Outstanding Teacher Intervention. 	<ul style="list-style-type: none"> Attainment in numeracy to rise across the school. Attainment in writing to rise across the school Attainment in combined literacy score to rise across the school. Almost all (over 90%) of staff reflect positively on the impact of Literacy CLPL on their practice. Reading Accreditation award Almost all staff (over 90%) observed using OTI strategies in planning and pedagogy.
<p>Closing the attainment gap between the most and least advantaged children:</p> <ul style="list-style-type: none"> Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy. 	<ul style="list-style-type: none"> Implement Billions intervention for P2 and P3 children not achieving expected levels in numeracy. Implement Readingwise intervention for P4 and P5 children not achieving expected levels in literacy. SALT to deliver training on 'Teaching Children to Listen' and 'Word Boost' Develop staff skills in teaching numeracy through high quality CLPL and engagement with the moderation cycle. Deliver maths recovery through SiL to targeted individuals, particularly identified groups. Develop more active approaches to learning for Q1 identified groups. Staff to engage with literacy action plan and CLPL to develop a culture for reading and writing. 	<ul style="list-style-type: none"> Raise attainment in numeracy for Q1 children in Primary 3 and Primary 6 Most children (75-90%) will make progress in numeracy from baseline through Billions intervention. Most children (75-90%) will make progress in reading skills from baseline through Readingwise intervention. Most children (75-90%) will make progress on baseline for 'Teaching Children to Listen' intervention. Almost all (over 90%) staff will reflect positively on the impact of high quality CLPL training on their classroom practice. Q1 writing attainment to rise in identified intervention groups.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Continue to develop 1+2 Languages across the school to develop language skills for future employability. Develop skills for life, learning and work using Leader in Me approach Develop the use of STEM strategies across all stages. 	<ul style="list-style-type: none"> 1+2 Lead learner to plan and deliver training and development for staff. Continue to develop French language from Nursery to Primary 7 Develop language 3 from Primary 5 to 7 Leader in Me second level training for all staff – develop and implement approaches across all stages STEM leads to liaise with WL Stem group to deliver training and support to practitioners to deliver STEM learning across all stages STEM week to be introduced across the school 	<ul style="list-style-type: none"> All children will have the opportunity to practise French vocabulary daily as part of routines and at least once per week as a structured lesson. All children in P5-7 will engage in a language based project once in the session. 1+2 Lead Learner will facilitate or deliver two sessions for staff to develop teacher confidence. Most children (75-90%) have an understanding of the 7 habits of effective people through 'The Leader in Me' approach STEM learning evident in most classes. Almost all (over 90%) children engaged in STEM week activities.