

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2021-22



SCHOOL:	St Gerardine	QIO/QIM LINK:	Stewart McLauchlan
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Priority 1

Summary of Priority- To raise attainment in Literacy and Numeracy to be at least in line with national averages, with a particular focus on attainment at first level

Key links to Moray Education Priority Area(s):	☒ Raising Attainment and Achievement ☒ Learning, Teaching and Assessment ☐ Curriculum	☒ Self-evaluation for Self-improvement ☐ Supporting All Learners ☒ Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☒ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing ☒ Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information	☐ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☐ <u>Priority 3</u> – Poverty ☒ <u>Priority 4</u> – Corporate Parenting	☐ 2.1 ☐ 2.2 ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☐ 1.5 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☒ 2.6 ☒ 2.7 ☐ 3.1 ☒ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success										
Embed termly analysis of data into the school cycle of monitoring (staff meetings, attainment meeting, SNSA/INCAS interrogation, moderation), to inform next steps in learning for all children	A quality body of evidence is used to inform assessment and this ensures next steps secure improved outcomes for all learners.	June 2022	Leadership Team	At least consistent levels of attainment and progress over time especially for children moving from early level to first level Current P2 <table><tr><td>August 2020 intake</td><td>P1</td></tr><tr><td>L & T</td><td>98</td></tr><tr><td>R</td><td>80</td></tr><tr><td>W</td><td>82</td></tr><tr><td>N</td><td>80</td></tr></table>	August 2020 intake	P1	L & T	98	R	80	W	82	N	80
August 2020 intake	P1													
L & T	98													
R	80													
W	82													
N	80													

Further develop ASG moderation opportunities to support assessments made and ensure a shared understanding of what an achievement of a level looks like across the ASG, including into S1	Learners and parents receive accurate, secure, high quality feedback and accurate understand their progress in learning and what they need to do next to improve	Termly	All staff	Current P3 <table><tr><td>August 2019 intake</td><td>P1</td><td>P2</td></tr><tr><td>L & T</td><td>100</td><td>77</td></tr><tr><td>R</td><td>81</td><td>70</td></tr><tr><td>W</td><td>83</td><td>57</td></tr><tr><td>N</td><td>77</td><td>73</td></tr></table> Current P4 <table><tr><td>August 2018 intake</td><td>P1</td><td>P2</td><td>P3</td></tr><tr><td>L & T</td><td>96</td><td>96</td><td>65</td></tr><tr><td>R</td><td>76</td><td>77</td><td>72</td></tr><tr><td>W</td><td>76</td><td>74</td><td>63</td></tr><tr><td>N</td><td>74</td><td>72</td><td>63</td></tr></table>	August 2019 intake	P1	P2	L & T	100	77	R	81	70	W	83	57	N	77	73	August 2018 intake	P1	P2	P3	L & T	96	96	65	R	76	77	72	W	76	74	63	N	74	72	63
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Strengthen the PR and D process to provide CLPD and collaboration opportunities (peer to peer) inside the school, within the ASG, within and out with Moray, particularly recognising where staff may feel deskilled after the COVID pandemic including the involvement in the Northern Alliance work regarding Michael Fullan’s drivers for change	Staff involvement in the process of change and evaluation ensures carefully planned individual and collective career- long professional learning which result in improvements for learners	June 2022	Leadership Team	All staff engage in CLPD and collaboration opportunities that align with their interest and the wider school improvement priorities																																			
Restructure current child voice groups (councils and committees) to ensure children play an active role in the school, including leading learning	Learners are empowered to feedback about their learning experiences and suggest ways in which the school could improve leading to improvements in their learning environment	Termly	All staff Children	- How good is OUR school part 2 focus on Theme 1 – Our Relationships and Theme 2- Our Learning and Teaching do activities demonstrate improvement over the course of the academic year - Adapted lesson observation proformas provide																																			

				evidence of focussed discussions with learners regarding progress in learning and what they need to do to improve
Continue to refine and develop approaches to reporting to parents and carers, including strategies to support learning at home, regular informal feedback and sharing achievement of a level information	Parents and carers have a great understanding of progress, attainment and achievement and are equipped with strategies to further support learning at home leading to increase in outcomes for children	Termly	Leadership Team All staff	- Parental surveys and focus groups report increase in parents/ carers that agree or strongly agree with the following statements: - I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback and reports (currently 80%) - The information I receive about how my child is doing reaches me at the right time (currently 78%) - I understand how my child's progress is assessed (currently 60%) - The school gives me advice on how to support my child's learning at home (currently 82%)
Evidence to support reduced bureaucracy/workload of teachers - Time for moderation and assessment meetings reflected in the WTA - Working groups formed and time for collegiate work reflected in the WTA - Lessons learnt from Covid lockdown procedures for engaging and reporting to parents to reduce workload expectations				

Priority 2

Summary of Priority- To refresh and develop all stakeholder engagement opportunities to continue to narrow the attainment gap between different groups of children

Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement
☐ Learning, Teaching and Assessment
☐ Curriculum

☐ Self-evaluation for Self-improvement
X Supporting All Learners
X Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
X Improvements in attainment, particularly in Literacy and Numeracy X Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing X Improvement in employability skills and sustained, positive school leaver destinations for all young people		☐ School Leadership ☐ Teacher Professionalism X Parental Engagement X Assessment of Children's Progress ☐ School Improvement X Performance Information	☐ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding X <u>Priority 3</u> – Poverty X <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☐ 1.2 X 1.3 ☐ 1.4 X 1.5	☐ 2.1 ☐ 2.2 X 2.3 ☐ 2.4 X 2.5 ☐ 2.6 X 2.7 X 3.1 X 3.2 X 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Provide more varied ways to engage parents and the wider community in the life of the school (virtual drop in's, virtual parent coffee, assessment guidance) to ensure relevance of the VVA to the whole school community.	Increased participation by adults in the wider life of the school and helping creating a whole community that values learning	May 2022	SLT Alex Mackenzie-Copp Lorna Smith	Parental Engagement Stocktake increases from 45% of potential activities in place (baseline June 2021)	
Continue to improve forms of communication with parents, particularly engagement with Xpressions App to make parental access and participation as easy as possible.					
Develop sustainable family learning opportunities, particularly supporting literacy and numeracy key skills and confidence		June 2022	SLT Alex Mackenzie-Copp	Increase in opportunities for parents and carers to engage in learning activities currently 0 (baseline June 2021- due to covid)	
Parent Council to be more actively involved in the reviewing and planning of the SIP with greater use of stakeholder focus groups.	All adults supporting children's learning working in conjunction with each other to increase children's attainment and progress	Termly	SLT	Increase the number of parental focus groups in operation to seek and act on parental views, currently 1 (baseline June 2021)	

Restructure current child voice groups improving collation/analysis of evidence of impact from pupil groups, promoting involvement of wider community in pupil groups	Increase sense of belonging for children as they participate in the wider life of the school	Termly	All Staff	Analysis of evidence of impact from child voice groups termly
Use HGIOURS to embed Child voice into the school improvement cycle and adapt lesson observation and walkthrough profomas to ensure focussed discussions with learners regarding understanding of progress in learning and what they need to do to improve	Children will be actively involved in sharing their views about school improvement and be clearly heard in explaining what helps them learn the best	Termly	All children All Staff SLT	Use of Theme 1 and Theme 2 to provide a baseline and then revisit to monitor the impact Term 1- Theme 2 Term 2- Theme 1 Term 3- Revisit Theme 2 Term 4- Revisit Theme 1
Continue to embed systems for the robust tracking of interventions provided at frequent intervals, allowing opportunities to redirect and change interventions that are not improving outcomes in a timely fashion	Clear narrowing of the gap between the most and least disadvantaged children, ensuring all children meet their potential	Termly Attainment Meetings	All Staff SLT	Narrowing of the gap between FSM and Non FSM, particularly focusing where the gap is widest: Gap P3- LT- 47%, R- 38%, W- 23%, N- 71% P4- LT- 51%, R- 36%, W- 26%, N- 26% P5- R- 26%, W- 23% P6- LT- 28%, R 13%, W- 11%, P7- LT- 37%, W- 49%, N- 24%
Continue close monitoring of gap data and use attainment meetings to ensure all class teachers are fully aware which children attract PEF funding and make narrowing the gap the responsibility of all staff		Monthly Inclusion Meetings		
Careful monitoring of L and T across school to ensure it matches gaps identified by INCAS Summer Term 2021. Autumn term 2021 interventions informed by this information	Children receive high quality first teaching and interventions (where needed) targeted to their individual gaps in learning, accelerating progress	Termly Attainment Meetings	All Staff SLT	
		Monthly Inclusion Meetings		

Evidence to support reduced bureaucracy/workload of teachers

- Time for moderation and assessment meetings reflected in the WTA
- Working groups formed and time for collegiate work reflected in the WTA

- Lessons learnt from Covid lockdown procedures for engaging and reporting to parents to reduce workload expectations

Priority 3

Summary of Priority- To continue to develop as a mentally healthy school for all members of the school community

Key links to Moray Education Priority Area(s):

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☒ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Implement whole school wellbeing screening to ensure the needs of all children are met	All children's wellbeing needs are met either through class, small group or 1:1 provision	Initial Screening Autumn Term Termly Rescreen	All Staff Inclusion Team	Motional software will provide a baseline screening of the children's wellbeing strengths and difficulties and termly reassessments will show needs being met	
Embed UNCRC into the life of the school in conjunction with achieving RRSA Silver Award	Children feel safe and secure and, along with the whole learning community, have a shared understanding of their rights	Launch August 2021 then ongoing	Alex Mackenzie-Copp Jen Noel	Achieve Bronze and Silver Awards	
Review the relationship policy in conjunction with all stakeholders	All children feel listened to and are clear regarding the expectations of how the whole school community will engage in relationships with each other	By December 2021	SLT All Staff Parents	Reduction in the number of low level behaviour incidents from 2020-21 academic year	
Embed Zones of Regulation in all classes and throughout school (displays, language, consistency of use)					
Provide emotion coaching sessions to the wider school community	Children are aware of a range of different emotions and are helped to label emotions, recognise the effects they have on their body and problem solve how to approach situations when emotions feel overwhelming	By February 2022	SLT in conjunction with EP	An increasing number of adults supporting children throughout the wider school community with be confident in using the language of emotions when engaging with children	

Continue to track pupil's wider achievements and ensure equity for all through provision of after school clubs, encouraging attendance of those children with low participation. Encourage children that do not access local community provision to access school clubs/groups	Children's wider achievements are recognised and opportunities are provided for all to increase participation in the school and local community	By April 2022	SLT Inclusion Team All Staff	Increase in participation in school based and community based activities
Provide a more formalised support mechanism for Service children e.g MKC Heroes	Service children are supported by staff and children who will listen to them and support them with the distinctive characteristics of military family life	By December 2021	SLT Military Link teacher	Formalised support offer for service children
Evidence to support reduced bureaucracy/workload of teachers Opportunities to assess children's wellbeing built into the WTA				

Priority 4

Summary of Priority- To review curriculum provision to ensure it is reflective of the VVA, providing opportunities for building upon prior learning and ensures strong outcomes for learners

Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement
X Learning, Teaching and Assessment
X Curriculum

☐ Self-evaluation for Self-improvement
☐ Supporting All Learners
X Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Ensuring the school's curriculum rationale is reflective of the VVA and shared across the school community. Further develop staffing teams for wider curriculum areas.	Everyone understands what St Gerardine's is trying to achieve through its curriculum rationale Children are engaged in wider curriculum areas that are relevant to their interests and allow them to build on prior knowledge	June 2022	SLT Curricular Working Group	- Parental, children and staff surveys reflect understanding of the curriculum rationale and the VVA - Child voice reflects from focus groups, involvement in How good is OUR school part 2 activities and feedback on lesson observations will reflect engagement in the wider curriculum	
Continue to develop wider areas of the curriculum to embed changes to the long term curriculum plans and ensure they continue to reflect identified needs and interests including current research and thinking		June 2022	SLT Curricular Working Group		
Whole school CLPD on learning outdoors to ensure a variety of approaches are in place		Sept 2021	Jen Noel All Staff		
Continue to develop curricular plans to ensure they learning activities always match the needs of all learners and provide opportunities for children to lead learning		June 2022	SLT Curricular Working Group All Staff		

Continue the use of digital technologies to enhance learning opportunities and provide home/school links when in school learning is taking place. Explore CLPD opportunities to further upskill staff members Register for and begin to work towards the digital schools award	Children have frequent opportunities to use purposeful digital technologies to enhance learning activities and broaden their skills	Dec 2021	SLT Curricular Working Group	- Digital learning CLPD opportunities for staff have taken place - Registration for digital schools award has happened and the self evaluation has been completed
Continue to embed peer to peer observation opportunities to allow for professional learning, both in and out of school, to see good practice, especially in Maths in conjunction with the Northern Alliance	Children receive high quality learning activities that engage them and allow them to fulfil their potential, including opportunities to apply new learning in different contexts	June 2022	All staff	Increase in attainment levels, particularly in Numeracy, throughout school. Baseline % of children working on track for Numeracy: P2- 80% P3- 73% P4- 63% P5- 50% P6- 74% P7- 71%
Increase opportunities for pupil conferencing between pupils and teacher to facilitate high quality discussions about strengths and areas for development				
Evidence to support reduced bureaucracy/workload of teachers - Working groups formed and time for collegiate work reflected in the WTA - Opportunities for peer to peer observations built into the school calendar of activities				