



# **St. Mary's Primary School, Bathgate**

## **SCHOOL IMPROVEMENT PLAN**

### **RECOVERY PHASE**

**2020 / 2021**



## St. Mary's Primary RCPS, Bathgate - 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 feel safe in school and have good mental health and wellbeing:</p> <p>*Further develop knowledge and understanding to self-report on the wellbeing indicators and feel sure that their trusted adult will act on their responses</p> <p>*Particular focus on body image, equality, social media and zest for learning, in response to SHINE survey</p>	<p>*Share and implement West Lothian HWB Recovery Plan</p> <p>*Share and implement school Risk Assessment with all stakeholders / visitors</p> <p>*Implement school HWB action plan</p> <p>*Continue to develop children's understanding of Wellbeing Indicators and implement One Trusted Adult approach. Track the effectiveness of One Trusted Adult conversations using feedback from children at three key points over the year</p> <p>*HWB champions to share results of 2019-20 SHINE survey (baseline) with all stakeholders and continue to develop and implement action plan. Undertake SHINE survey with current P6 and P7 pupils (April) to measure impact and inform next steps</p> <p>*Cluster curricular leads to take forward cluster improvement priorities</p> <p>*Analyse data to identify barriers to wellbeing and focus areas for improvement within HWB</p>	<p>August 2020 - June 2021</p> <p style="text-align: center;">↓</p> <p>November - December 2020</p> <p>April 2021</p> <p>August 2020 – June 2021</p>	<p>*Almost all (90-99%) children continue to report that they feel safe in school (pupil ethos survey and WBI check ins)</p> <p>*All children (100%) reporting red will have had a supportive conversation with their trusted adult and this was followed by an appropriate action</p> <p>*Improvement in SHINE results:</p> <p>-Lower the number of girls who report low happiness in appearance by 10% (from 22%)</p> <p>-Increase number of children who like school (a lot or a bit) by 10% (from an average of 77%)</p> <p>-Reduce number of girls who report as never or hardly ever feeling confident by 10% (from 26%)</p> <p>-Improve zest for learning score from average of 8.9/16 to 11/16</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy</b></p> <p>All pupils will experience high quality learning and teaching in all classrooms:</p> <p>*Engage practitioners in supported professional learning and pedagogical development, with a particular school focus on writing</p> <p>*All staff develop increased confidence in planning and delivering progressive numeracy and mathematical experiences which will ensure all children achieve their potential (cluster focus)</p>	<p>*Implement school Literacy action plan - school champions to lead developments, supported by WL pedagogy leads</p> <p>*Embed WL literacy and numeracy / maths processes and progression pathways and suggested route maps into practice using agreed pedagogies to inform planning learning, teaching and assessment.</p> <p>*Fully implement 1+2 approach to language learning by ensuring every child learns a third language (L3) from P5-7</p> <p>*Cluster curricular leads to take forward cluster improvement priorities</p>	<p>August 2020 - June 2021</p> <p>September 2020 - June 2021</p> <p>August 2020 – June 2021</p> <p>August 2020 – June 2021</p>	<p>*Most children will be on track to attain appropriate CfE levels in literacy and numeracy / maths</p> <p>*Moderation and pupil focus groups for writing show most (75-90%) of children are more knowledgeable about writing genres, structure and can demonstrate skills taught</p> <p>*Most staff (75-90%) are confident in planning for high quality learning experiences in numeracy &amp; maths in line with the refreshed progression pathways</p> <p>*Moderation and pupil focus groups for numeracy show most (75-90%) children experience more engaging learning and teaching methodologies which are progressive and in line with new numeracy pathways</p>
<p><b>Closing the attainment gap between the most and least advantaged children</b></p> <p>*Improve attainment of our targeted (least advantaged) children</p> <p>*Improve engagement and zest for learning in our targeted children</p>	<p>*Continue to develop and implement Poverty Proofing statement and Equity Framework</p> <p>*Ensure all pupils have access to internet and digital device at home for continuity of learning</p> <p>*Implement Support for Learning targeted supports identified for all individuals and groups who are not on track to attain level</p> <p>*School Family Support Practitioner to implement action plan which includes bespoke support packages for identified children and families</p>	<p>June 2021</p> <p>August 2020-December 2020</p> <p>August 2020 – June 2021</p> <p>August 2020 – June 2021</p>	<p>*All children will have access to internet and a digital device at home</p> <p>* Most (75-90%) of children complete homework tasks online</p> <p>*Individual targets achieved in Family Practitioner's personalised action plan / table of support</p> <p>*The majority of targeted children will be on track to attain appropriate CfE levels</p> <p>* Most (75-90%) of Family Practitioner's targeted children's attendance will rise by 2%</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Increased opportunities for all pupils to develop transferable skills across learning to enable them to be better prepared for learning, life and work:</p>	<p>*Further develop skills / habits using the Leader in Me approach through CLPL and continue to implement / embed across school</p> <p>*Digital / AGILE learning champions to develop and implement school action plan and cluster priorities (re. IDL / STEAM / Inspire), supported by cluster leads and WL digital, science and pedagogy teams</p> <p>*Champions to develop curriculum in line with Learning re-explored, trial pedagogy and approaches to learning and teaching and support staff to implement</p> <p>*Cluster curricular leads to take forward cluster improvement priorities in digital technology, literacy, numeracy and HWB</p> <p>*Develop practice re outdoor learning and play as well as developing area in playground</p>	<p>November 2020 – June 2021</p> <p>August 2020 – June 2021</p> <p style="text-align: center;">↓</p>	<p>*Pupil/Staff/ Parent completion of Leader in Me MRA survey (Measurable Results Assessment) shows increased scores in each of the assessed areas (Leadership, Culture, Academics)</p> <p>*Pupil Ethos survey – increase in 'How would you rate the school at making learning enjoyable?' from the majority of children (50-74%) to most (75-90%)</p> <p>*All children experience learning using digital technology across the curriculum with all teachers</p> <p>*Almost all pupils complete homework tasks online</p> <p>*All children experience higher quality outdoor learning outdoors more often</p>

