



School Improvement Planning Template

|  |  |
| --- | --- |
| **School** | **St. Michael’s Primary School** |
| **Learning Community** | **St. Mungo’s Academy** |
| **Link Officer** | **Anne Woods** |
| **Head of Service** | **Gerry Lyons** |
| **School Roll** | **361** |
| **Attendance Rate** |  |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  |  |  | | --- | --- | --- | --- | | **PEF allocation 23-24:** | **£233975** | **SIMD Q**uintile 1 **(% and Number)** | **299 learners – 82.8%** | | **Carry Forward:** | **£3716** | **SIMD Q**uintile 5 **(% and Number)** | **0** | | **Total Allocation 23-24:** | **£237691** | **Other** | **55 learners 15.2% Quintile 4- 7**  **7 Learners 0.2% no SIMD Rank on SEEMIS** | | **FME (number and %)** | **194 Learners 53.9%** | **Total No Pupils** | **361** |   **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* | |
| Wellbeing and Learning – To raise attainment, for all, in Literacy, Numeracy, and Health and Wellbeing  Wellbeing and Learning To improve interdisciplinary links to enhance learning, teaching and assessment.    Networked Learning- To improve classroom pedagogy  Connected Learning – To improve the use of digital technologies to enhance teaching and learning. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Challenge: Wellbeing and Learning** | | | | | | |
| **Mission 1: Raise Attainment in Literacy** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| All staff to participate in Refresher and drop in CLPL sessions on Literacy for All approaches to ensure consistency across the school | Improved attainment in Reading and writing at P4,6 & 7. 5% increase from June 2023 will bring them in line with other year group attainment.  Consistency in teaching approaches across the school. | Literacy Attainment Data  Analysis of literacy attainment over time.  Classroom Visits  Learner Conversations | PTand CLOL-  Eimear Healy | October 2023 | CLOL | PT –  **£73050** |
| All staff to implement the ‘Talk for Writing’ programme. | Improved attainment in writing at Primary 4.6 & 7. 5% more learners on track from June 2023.  Improve vocabulary deficit across the school | Literacy Attainment Data  Analysis of literacy attainment over time.  Classroom Visits  Learner Conversations  Teacher Evaluations  Summative Assessment -SNSA, PIR, BPVS  Routes through Writing Assessments | PT and CLOL- Eimear Healy  Teacher SIP Group | May 2024 |  | **£1000**  approx |
| All P4-7 staff to implement a new Reading resource | Raise attainment P4-7.  Improved pupil engagement in reading.  Establish better connections in teaching and learning across literacy. | Literacy Attainment Data  Analysis of literacy attainment over time.  Classroom Visits  Learner Conversations  Teacher Evaluations  Summative Assessment -SNSA, PIR, BPVS | PT- Eimear Healy  Teacher SIP Group | May 2024 |  | **£6000** approx |
| Targeted Intervention Groups in reading and writing | Narrow the attainment gap for identified learners.  Improve Parent/Carer skills in supporting their child at home | Pre post intervention pupil attainment data.  Teacher evaluations  Learner conversations  Summative Assessment -SNSA, PIR, BPVS to track attainment gap.  Parent self-evaluations | PT- Eimear Healy  Targeted Intervention Teacher | May 2024 | 0.5 FTE Core | 0.3 GIC to support TIGS  CDO 0.5 FTE  **£19861** |
| **Challenge: Wellbeing and Learning** | | | | | | |
| **Mission 2: Raise Attainment in Numeracy** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| All staff to participate in Refresher and drop in CLPL sessions on ‘Glasgow Counts’ approaches to ensure consistency across the school. | Improved attainment in Numeracy at P5 and 7, A 5% increase from June 2023 will bring them in line with other year group attainment.  Consistency in teaching approaches across the school. | Numeracy Attainment Data  Analysis of numeracy attainment over time.  Classroom Visits  Learner Conversations | PT- Rachel Boyle | OCT 2023 | PT 2 | 1.0 FTE GIC used for backfill to enable PT to be CLOL |
| TIG Groups in Numeracy | Narrow the attainment gap for identified learners.  Improve Parent/Carer skills in supporting their child at home | Pre and post intervention pupil attainment data.  Teacher evaluations  Learner conversations  Summative Assessment -SNSA, PUMA to track attainment gap.  Parent Evaluations |  |  | 0.1 FTE core | 0.7FTE  **£46901**  CDO  **£19861** |
| **Challenge:**  **Wellbeing and Learning** | | | | | | |
| **Mission 3: Inter-disciplinary Learning** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| All staff to participate in CLPL to improve their understanding of interdisciplinary approaches. | Staff understand the difference between interdisciplinary learning and cross curricular links to ensure in depth learning.  Staff confidence increases.  Improved learner engagement. | Teacher Confidence Survey- pre and post  Forward plan professional dialogue  Forward Planning  Classroom Observation (POLLI)  Learner Conversations | **Amy Davie TBC**  **QIO- Jane Arthur** | **Dec 2023** |  |  |
| Review approaches to planning for inter-disciplinary learning. | Interdisciplinary planning more consistent across the school.  Links across the curriculum ensure depth, coherence and relevance.  Children more involved in IDL planning. | Teacher Confidence Survey- pre and post  Forward plan professional dialogue  Forward Planning  Classroom Observation (POLLI)  Learner Conversations | **Ann Marie Stafford (HT)**  **IDL SIP Group** | **Dec 2023** |  |  |
| All staff to participate in CLPL for holistic assessment in interdisciplinary approaches. | Staff confidence in holistic approaches increases  Holistic assessment is robust and adds to staff knowledge about the children’s learning and their next steps. | Teacher Confidence Survey- pre and post  Forward plan professional dialogue  Forward Planning  SNAP SHOT Assessment Jotters  Moderation Exercise of IDL Planning  Classroom Observation (POLLI)  Learner Conversations | **Ann Marie Stafford (HT)**  **IDL SIP Group** | **Dec 2023** |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |
| **Challenge: Networked Learning** | | | | | | |
| **Mission 1:**  **To improve classroom pedagogy** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| All staff to participate in CLPL On Collaborative Enquiry(CEP). Unit Teacher Feedback and Assessment | Teacher confidence in using the suite of assessment to gather evidence about what learners know and understand and use this to form judgements, inform planning and identify next steps.  Increased Attainment | Before and After Unit Confidence Questionnaires.  SNAPSHOT Assessment Jotters and Video/photographic evidence on SHOWBIE  Classroom Peer Observations (POLLI)  Learner Conversations  Attainment Data | Sean Murphy CT and Rachel Boyle (PT)  Teacher SIP Group | Dec 2023 |  |  |
| All staff to participate in CLPL On Collaborative Enquiry (CEP). Units Self and Peer Assessment | Children more confident in using selfassessment to identify progress and next steps.  Children more confident in using peer assessment to identify progress and next steps for one another.  Increased Attainment | Before and After Unit Confidence Questionnaires.  SNAPSHOT Assessment Jotters and Video/photographic evidence on SHOWBIE  Classroom Peer Observations (POLLI)  Learner Conversations  Attainment Data | Sean Murphy CT and Rachel Boyle (PT)  Teacher SIP Group | May 2023 |  |  |
| **Challenge: Connected Learning** | | | | | | |
| **Mission 2:**  **To improve the use of digital technologies to enhance teaching, learning and engagement.** | | | | | **Costs** | |
| All staff to participate in CLPL to develop their use of digital resources to enhance teaching and learning. | Teacher confidence in using digital technologies increases.  More lessons enhanced by digital technologies. Increased pupil engagement  Digital resources being used to minimise barriers to learning.  Improve Parent/Carer skills in supporting their child at home | Before and After Confidence Questionnaires.  SNAPSHOT Assessment Jotters and Video/photographic evidence on SHOWBIE  Pupil Digital Questionnaire  Classroom Peer Observations (POLLI)  Learner Conversations  Attainment Data  Parent Evaluations | Anton Gallagher DHT  Teacher SIP group |  |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |
| **Challenge:**  Wellbeing and Learning | | | | | | |
| **Mission 1: Improve Health & Wellbeing across the school** | | | | | **Costs** |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| All staff participate in CLPL to improve their understanding of mental health | Staff will have better understanding of mental health.  Staff will be able to support themselves and others.  Staff will be able to support children to understand their own mental health and how to improve this.  Improve Parent/Carer skills in supporting their child at home  Improved attendance and late coming | Before and after staff questionnaires.  GMWP August 2023 and May 2024 Data.  Exclusion Data decreases.  Staff and pupil attendance.  Wellbeing plans and questionnaires.  Lower incidents of bullying and health and safety incident being recorded. SEEMIS Equalities and Bullying TAB/ HANDS  Learner Conversations  School Audit March 2024.  Classroom Observations/learning walks. | Marie O’Neill  Health and Wellbeing SIP Group | Oct 2023 |  | CT-DHT Differential  **£15851** |
| Implement ‘Emotion Works’ mental health resource across the school. | Children will be able to use emotion works to identify and express emotions using a consistent language. | Before and after staff questionnaires.  GMWP August 2023 and May 2024 Data.  Exclusion Data decreases.  Staff and pupil attendance.  Wellbeing plans and questionnaires.  . SEEMIS Equalities and Bullying TAB/ HANDS  Learner Conversations  School Audit March 2024.  Classroom Observations/learning walks. | Marie O’Neill  Health and Wellbeing SIP Group | October 2023 |  | **£1600 (paid from 2022/2023 PEF)** |
| All stakeholders to engage with the implementation of the Rights Respecting School Silver Award action plan. | Children will have a better understanding of UNCRC and how it affects their lives and health and wellbeing.  Children will have a better understanding of UNCRC and how it affects their lives and health and wellbeing.  School achieves Rights Respecting School Silver accreditation.  Positive effect on learners’ behaviour  Improved attainment for all  Positive effect on learners’ health & wellbeing.  Improved attendance and late coming | Pastoral Assemblies  School Achievement Book  Forward Plans  Before and after staff questionnaires.  GMWP August 2023 and May 2024 Data.  Exclusion Data decreases.  Staff and pupil attendance.  Wellbeing plans and questionnaires.  SEEMIS Equalities and Bullying TAB/ HANDS  Learner Conversations  School Audit March 2024.  Classroom Observations/learning walks. | Marie O’Neill  Health and Wellbeing SIP Group  PTs as part of pastoral Assemblies | May 2023 |  |  |
| SLT to consult all stakeholders; reviewing our ‘Promoting Positive Behaviour Policy’ with a view to creating a ‘Relationships Policy’ with emphasis on rights-based approaches. | Positive impact on children / staff / parent relationships  Positive effect on learners’ health & wellbeing  Positive effect on learners’ behaviour  Improved attainment for all  Improved parental understanding of how to support their child’s mental wellbeing.  Improved attendance and late coming | Parental questionnaires  Staff questionnaires / views  Learner conversations – pupil voice  Creation of a Relationships Policy | Health and Wellbeing SIP Group | October 2023 |  |  |
| **Therapeutic intervention** – Life Link Therapist to deliver counselling to identified learners | Positive impact on children’s relationships  Positive effect on learners’ health & wellbeing  Positive effect on learners’ behaviour  Improved attainment for children involved  Improved attendance and late coming | Lifelink pre and post intervention data.  GMWP August 2023 and May 2024 Data.  Exclusion Data decreases.  Pupil attendance increases.  Wellbeing plans and questionnaires.  Lower incidents of bullying and health and safety incident being recorded. SEEMIS Equalities and Bullying TAB/ HANDS  Learner Conversations  School Audit March 2024.  Classroom Observations/learning walks. | DHT- Anton Gallagher and Lifelink Therapist |  |  | **£14000**  **Approx(will be part paid through Scottish Counselling budget)** |
| **Family Support-** Action for Children Family Support Worker to deliver group and bespoke support to identified pupils and parent/carers. | Positive impact on children’s relationships  Positive effect on learners’ health & wellbeing  Positive effect on learners’ behaviour  Improved attainment for children involved  Improved attendance and late coming | Action for Children pre and post intervention data.  GMWP August 2023 and May 2024 Data.  Exclusion Data decreases.  Pupil attendance increases.  Wellbeing plans and questionnaires.  Lower incidents of bullying and health and safety incident being recorded. SEEMIS Equalities and Bullying TAB/ HANDS  Learner Conversations  School Audit March 2024.  Classroom Observations/learning walks. | DHT- Anton Gallagher and Action for Children  Therapist |  |  | **£35622** |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |