



*Natus Ad Patrare
Born to Achieve*

SACRED HEART PRIMARY SCHOOL

IMPROVEMENT AGENDA

2012 – 2013





Improvement Planning

Establishment	SACRED HEART PRIMARY	Session	2012 – 2013 (Year 3)
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Signatures:

Head of Establishment	ELIZABETH GONZALEZ	Date	JUNE '12
Quality Improvement Officer	WENDY LOWE	Date	JUNE '12
Area Education Manager	JOHN BUTCHER	Date	JUNE '12

1a Our vision, values and aims

VISION

AIMS

VALUES

We aim to provide a secure and happy learning environment for all pupils where they are fully involved in planning and evaluating their own learning experiences. We offer a well balanced and stimulating programme of curricular studies. In partnership with parents, parishes and local community, we strive to give every child the opportunity to achieve his / her full potential as a Successful Learner, Responsible Citizen, Effective Contributor and Confident Individual.

MISSION STATEMENT:

Sacred Heart Primary School is a Catholic School which aspires to develop as a Community of Faith and Learning centred on Gospel Values.

Within our inclusive Christian Ethos, children and adults are supported to develop fully as confident individuals, effective contributors and successful learners, supporting us all spiritually, academically, physically and emotionally to be responsible, caring citizens in the school and wider community.

NEW VISION, AIMS & VALUES:

To develop our NEW VISION, AIMS & VALUES, I involved the whole school community by looking at the vision and aims of the school together.

We consulted teachers, PSA's, parents and of course the children.

The key aspects are high expectations, valuing staff and investing in their professional development.

At the heart of our vision are the highest quality learning and teaching and the need to ensure that all children achieve their fullest potential.

Our Vision is linked to the priorities in our 3 year Improvement Agenda

1a Our vision, values and aims

AIMS

INSPIRATION: To Learn for Life

NURTURING: Healthy, happy, cherished & confident children.

SAFE & SECURE: Feeling valued & achieving one's potential

PARTNERSHIP: Pupils, parents & wider community.

INCLUSIVE: Ensuring equal opportunities for all.

RESILIENCE: Inner strength to be all we can be.

EXCELLENCE: In all we do!

VALUES:

- **Respect for all**
- **Honesty**
- **Love others & yourself**
- **Self discipline and responsibility**
- **Justice For All**
- **Wisdom & Understanding**

Our new school motto was created by all stakeholders: NATUS AD PATRARE: Born to Achieve.

1b How our vision, values and aims were developed and how our stakeholders were consulted

Staff participated in whole school discussion and developed our values and aims based on the Charter for Catholic Education.

Children were asked to comment on what they wanted from school. Several discussions were based around the Children's Charter.

Parents were questioned on issues throughout the year. These included how we were meeting the needs of their children; did we involve them in their children's learning; how could we make school better for their children.

We consulted children from every class, Pupil Council, parents of children from every class, Pupil Council, Parents of children from every class, Parent Council, Teaching Staff, Support Staff and Clerical Staff.

Stakeholders were consulted through discussions, meetings, questionnaires and interviews with stakeholders throughout the year.

HGIOS 3 and Taking a Closer Look @ Excellence were utilised over an extended period of time. Additionally children, parent and staff comments were carefully noted throughout the year and action taken when required.

The NEW vision, values and aims is now completed. Parents, staff and children were involved in a values exploration exercise, consulting all stakeholders. The mission statement was amended to include an active approach to learning, emphasising the purposes of education such as those described in A Curriculum for Excellence encapsulating our vision and aims for the future.

2. Summary of self evaluation process

How we carried out our self-evaluation and involved our stakeholders

Staff evaluated present performance against TAKING A CLOSER LOOK @ EXCELLENCE and the IO Dimensions of Excellence, providing evidence from teaching and learning and life of the school community.

Parent questionnaires were collated and all stakeholders were consulted regarding the health and welfare of the children and how we met the needs of every child.

Focus groups of children were asked to comment on what we could do better.

All children rated the new ACTIVE LEARNING & PERSONALISATION & CHOICE as most enjoyable and preferable to previous Learning Experiences.

Quality Framework	Our key strengths	Our areas for improvement
<p>Successes and achievements</p>	<p>Accreditation systems to support our Self Evaluation.</p> <ul style="list-style-type: none"> ▪ Investors in People, Health Accreditation & Eco Flag Status ▪ Glasgow Award ▪ Maintenance of high attainment in reading, writing and mathematics ▪ Leonardo Effect & Interdisciplinary Learning 	<ul style="list-style-type: none"> ▪ Glasgow Award ▪ Continued improvement in Interdisciplinary and the Leonardo Effect leading to OUTDOOR LEARNING. ▪ Continue to maintain high attainment in reading, writing & mathematics DEVELOPING MODERATION ▪ Excellence in Teaching & Learning
<p>Work and life of school/centre</p>	<p>Learners' experiences based on Curriculum is becoming embedded and all staff are becoming more confident in planning and assessing the curriculum using experiences and outcomes having a positive impact on the learning experiences for each child.</p> <ul style="list-style-type: none"> ▪ Extra Curricular Activities ▪ Pacing and tracking of INDIVIDUAL children ▪ Meeting needs of individual children 	<ul style="list-style-type: none"> ▪ Continue to develop pace and progression for each child through PLANNED high quality learning experiences based on planned outcomes and ASSESSMENT information ▪ Continue to give children PERSONALISATION and CHOICE developing strategies for children to be more involved in their own learning ensuring consistency across the school. ▪ Increase involvement of parents/carers in the children's education via NEW Personal Learning Planning Documents & Pupil Profiles.
<p>Vision and Leadership</p>	<ul style="list-style-type: none"> ▪ New school motto ▪ Shared Vision, Values, Aims and Mission Statement ▪ Improved tracking & pacing system for Experiences and Outcomes in Numeracy and Literacy 	<ul style="list-style-type: none"> ▪ CONTINUE to develop leadership capacity throughout the school ▪ Support and challenge staff to work more effectively in School Improvement Plan Teams in an innovative way to ensure that all children are challenged and supported. ▪

3. Overview of three-year planning cycle						
Quality framework	QI	Year 1 priority (2010 – 2011)	QI	Year 2 priority (2011 – 2012)	QI	Year 3 priority (2012 – 2013)
Successes and achievements		ALL PRIORITIES	1.1	▪ NUMERACY		▪ Embed NUMERACY
		have been undertaken	1.1	▪ LITERACY		▪ Embed LITERACY
				▪ EXCELLENCE in TEACHING & LEARNING		▪ Embed EXCELLENCE in TEACHING & LEARNING
				Includes: Pupil Profiles, PLP's, Assessment & S f L.		▪ Promoting Positive Behaviour
						▪ This is Our Faith
Work and life of the school/centre		ALL PRIORITIES		▪ THE NURTURING SCHOOL		▪ THE NURTURING SCHOOL
		have been undertaken		INCLUDES Health & Well Being & New RE Resource		▪ Pupil Profiles
				▪ OUTDOOR LEARNING		▪ OUTDOOR LEARNING
				▪		▪ PLP's to harmonise with Curriculum for Excellence
Vision and leadership		ALL PRIORITIES	1.1	NEW LEARNING		▪ Embed NEW LEARNING
		have been undertaken	5.2	COMMUNITY PLAN:		▪ Embed COMMUNITY PLAN
			5.4	Pre 5 Transitions <ul style="list-style-type: none"> ▪ Secondary Transition – Maths Project ▪ Personal Learning Planning ▪ Modera 		<ul style="list-style-type: none"> ▪ Embed Pre 5 Transitions ▪ Secondary Transition – Maths Project ▪ Personal Learning Planning ▪ Modera

4. Priorities for improvement in the current year

Year 1

No.	Priority	Main driver of priority:			Alignment with:				
		Self-evaluation	Authority Quality Review	HMle report	QI	National Priority	Learning Community Priority	Education Services Priority	Single Outcome Agreement
1	NUMERACY	√			1.1 2.1 5.1 5.4		√	√	
2	LITERACY	√			1.1 2.1 5.1 5.4		√	√	
3	THIS IS OUR FAITH	√			2.1 2.2 5.4 5.5 5.7				
4	POSITIVE FUTURES	√			3.1 5.3 5.7				
5	EXCELLENCE in Teaching & Learning	√			4.1 8.3 4.2 5.6			√	
6	PROMOTING POSITIVE BEHAVIOUR	√			3.1 5.3 5.7		√	√	
7	Appendix LEARNING COMMUNITY PLAN THIS IS OUR FAITH	√			3.1 5.3 5.7		√	√	

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1		<ul style="list-style-type: none"> ▪ NUMERACY ▪ Embed the 3 Part Maths Lesson ▪ Embed Heinemann Active Maths methodology ▪ Excellence in teaching and learning in Mathematics 	<ul style="list-style-type: none"> ▪ Raise attainment in Mental Maths and Maths ▪ Improve children's Speed and Accuracy in Mathematics

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Presentation on practical use of HEINEMANN ACTIVE MATHS resources & Practical workshop	June (part 1) August (part 2)	Mr Pugh	Presentation by Mr Pugh	Updated version of the Good Lesson. Updated version of 3 part Maths Lesson.
Audit of current ACTIVE maths resources	August	Mr Pugh	Presentation of new audit	Updated audit of NEW Maths resources
Resources to be prepared, laminated and organised into levels & subjects	September	Mr Pugh & PT's		Staff visiting resource room
In set presentation of new resources with toolbox being presented to each class			Presentation of new toolbox	Boxes of RESOURCES for each Maths level & subject
PRESENTATION workshops on use of new resources – EARLY FIRST & SECOND LEVELS	October	Mr Pugh	Further presentation by Mr Pugh	Class Visits. Discussion with children & teacher
Demonstration lessons for each class and level. Observed lessons & sharing good practice	November		Regular meetings with staff engaging in Professional dialogue to meet the needs of all children	Monitoring of children's progress
Embed I Planner	January			Monitoring of planning folders

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2		LITERACY <ul style="list-style-type: none"> ▪ Embed Active Literacy ▪ Implement new Reading resources ensuring children experience a variety of text. ▪ Moderation of Writing 	<ul style="list-style-type: none"> ▪ Raised attainment in Reading, Writing & Talking & Listening

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Create and present guidelines for implementation of new resources – Oxford Reading Tree.	Aug '12	Sally Duffy PT	Oxford Reading Tree	All aspects of programme to be evaluated through professional dialogue with all stakeholders
Connect 4 Reading programme. DHT & PT to lead implementation of Connect 4 programme.	Aug '12	DHT & PT	Connect programme Staff & pupil evaluations	Senior Class Teachers & pupils to evaluate
Staff to pilot new LITERACY planners.	Aug '12	DHT	New Literacy Planners	All Staff SMT to monitor planning folders
Creation of straightforward proforma planner to ensure breadth & variety in all genre.	September '12	PT	Fiction – skills development using as resources:- Oxford Reading Programme, Ginn Reading Programme, Novels, Short Stories, Topic related fiction, Professional Judgement / choice of resources but should include element of personal choice of study from each group / individuals. Planning of Learning & Teaching in	Class visits & monitoring of children's work

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
			<p>Fiction Reading should integrate Listening and Talking development skills.</p> <p><u>Non Fiction: skills</u> development using as resources:- Literacy World, Discovery World, 4 Corners, First Newspapers, appropriate news stories re current affairs, Topic related, Professional Judgement/choice of resources but should include element of personal choice of study from each group/individuals.</p> <p>Planning of Learning and Teaching in Non Fiction Reading should take account of Listening and Talking skills development.</p> <p><u>Poetry: skills</u> development using as resources: New Horizons Units of Study Programme, Topic related, Professional Judgement/choice of resources – but should include element of personal choice of study from each group/individuals.</p> <p>Learning and Teaching in Poetry should integrate Listening and Talking skills development.</p> <p>Play/Drama Experiences: skills development using as resources: Ginn Reading Programme, Extracts from GCC Drama Packs, Texts from fiction resources, Topic related,</p>	

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
			Professional Judgement/choice of resources – but should include element of personal choice of study from each group/individuals. P1-P3 – should continue with daily reading/phonics teaching as per school policy and use Professional Judgement to meet the needs of their classes. New Literacy Planners to be introduced to staff – Aug '12. PT's to pilot.	
Moderation of Writing: Current writing criteria to be enhanced to meet the needs of both teachers & pupils.	Oct '12	DHT & PT	Staff Working Group	Class visits, Planning folders, monitoring of children's work
Create new Writing Criteria for non fiction writing experiences in Interdisciplinary experiences.			<u>SOCIAL STUDIES</u> Reports, Recounts, Explanations, Persuasive Arguments, Diagrams <u>SCIENCE & TECHNOLOGY</u> Creating design brief, Planning of Science & Technology, Investigations, Recording of Results, Evaluation of Results, Recording of Modifications.	Monitor impact: Is this tool assessing pupils' application of skills effectively

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3		THIS IS OUR FAITH <ul style="list-style-type: none"> ▪ To raise awareness and implement 'This Is Our Faith' – enhancing their own understanding of key aspects of Catholic Christianity. ▪ To ensure teachers have a working knowledge of This Is Our Faith and how this will support RE in Sacred Heart Primary School. 	<ul style="list-style-type: none"> ▪ Primary programme for all learners with an increased focus on the Faith and spiritual needs of our pupils. ▪ Teachers undertake a range of CPD opportunities to ensure we meet spiritual needs of staff and pupils.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
a) Courses booked – all teachers to attend TIOF appropriate for and relevant to the age and stage of . b) All new RE resources, copies of scriptures to be distributed to staff.	Aug – March '13	HT to Organise	<ul style="list-style-type: none"> ▪ Class cover organised by HT ▪ Mary O'Duffin, RE Advisor for Glasgow 	CPD Calendar
Audit current work done by class teachers in each classroom.	Sept '12 – Oct '12	PT – Mrs McWaters		Professional dialogue & discussion with all teaching staff.
All planners (TIOF) to be updated to meet needs of Sacred Heart pupils.	Aug '12	PT	New planners & original	
PT to present new planners to all teaching staff.	Sept '12 - June '13	PT	New amended planners	
All teaching staff to pilot new planner in class.		PT	Questionnaires & Evaluations	Professional Dialogue Staff Evaluations
PT & SMT to support all staff as they pilot new planners in class.		HT		Children's Evaluations

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Engage with parents re new syllabus.		HT		Summary of report – evaluations – identifying next steps
Observation of GOOD practice – cascading of CPD to all teaching staff.	Jan - June	All Teaching Staff		Class visits by peers Evaluations & identification of next steps for all staff

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4		<ul style="list-style-type: none"> Implementation of methodology of POSITIVE FUTURES = HEALTH 7 WELL BEING RESOURCE. Resource & methodology – children to develop attributes, knowledge & skills that children will need for life, life long learning and work. 	<ul style="list-style-type: none"> Children will develop RESILIENCE in the face of mishaps & disappointments. Children will be able to develop skills to build healthy, happy relationships. Acquire skills to talk about emotions. Children to develop skills: Respect for themselves and others; Rights & Responsibilities.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Presentation to all staff on new resources & methodology.	Aug '12	PT Miss Docherty	New Resource: POSITIVE FUTURES (Health & Well Being)	Discussion – professional dialogue re needs of individual classes
Distribution of all LESSON PLANS with whole school.			Lesson Plans	Evaluation of lesson & identification of next steps
Class teachers to pilot resource.	Sept '12			
Establish school communities: Pupil Council, Choirs; Eco Committee; Peer Mediation group; Buddies; Anti Bullying.	Aug – Oct '12	Class Teachers & PSA	Children to vote for Group leaders & choose individual groups	Children's evaluations
Pilot "Bounce Back" Resources throughout school.	Oct – Dec '12		Bounce Back Resources	Class Visits Dialogue with Children
Review lessons: Share good practice – visiting peer classrooms.	Jan '13 – March '13		Positive Futures Teacher's	Children's evaluations Teacher's views
Teachers & PSA's to monitor impact of		All Staff	Evaluations	Professional dialogue

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
resources.		including PSA's		& evaluations to monitor next steps for whole school

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
5		EXCELLENCE in TEACHING & LEARNING	<ul style="list-style-type: none"> ▪ Raised attainment in Numeracy & Literacy. ▪ Improvement in attitude.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Whole staff to visit the GOOD LESSON.	Sept '12	HT	THE GOOD LESSON GCC Website	Children's views on Teaching & learning
Support to teachers @ Reintegration Stage.	Aug '12	Nurture Teacher	CASA VERDE	Casa Verde staff also in classrooms
Staff to continue work on HOW NURTURING IS OUR SCHOOL.	Oct '12	DHT	HOW NURTURING is OUR SCHOOL	SELF EVALUATION Professional dialogue
Increase Peer Shadowing throughout the Year.	Sept – June '13	Whole Staff	HOW GOOD IS MY TEACHING	UPDATING of CLASS VISITS How Good is My Teaching
ASN: Position Statement to be created.	Nov '12	DHT	ASN resources WORKING TIME	Increase professional dialogue - ALL STAKEHOLDERS
Introduction & Piloting of new PLP.	Aug '12	PT Miss Docherty	NEW PLP	Class Visits
Continue to introduce Pupil Profiles P1 – P6.	Oct – June	PT - Mrs McWaters	Pupil Profiles	Children's evaluations Children's discussions
Introduction of LEARNING WALLS P1 – P7	Sept – Oct '12	HT	LEARNING WALLS	Wall displays Class Visits
Pilot Global Citizenship in P1 – P6.	Jan '13	PT - Mrs McWaters	Global Citizenship	Parents' Views PSA Views Pupil Views

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Continue work on Resource organisation & Effective Planning	Aug – June '13	PT's	Resource Audits	Staff Evaluations
Embed Outdoor Learning	Aug – June '13	Mrs Tracey	Outdoor Learning Resources	Class Visits – Learning Outdoor Visits

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
6		<ul style="list-style-type: none"> PROMOTING POSITIVE BEHAVIOUR across School Community 	<ul style="list-style-type: none"> Excellent behaviour, positive attitude towards learning and children are purposefully engaged in learning.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Audit current practices in PPB and identification of possible improvements.	Aug – October	DHT	GCC Self evaluation of PPB toolkit. Teaching Staff /PSA Staff working group. Consultation with Pupil Council & Cordia Staff. Use of Children’s Charter.	Review before October break
Consult with parents/carers/relevant others, about current PPB practices and possible improvements.	End of September	DHT / HT	Specific gathering of information of parents’ views on PPB in school and possible improvements.	Completed by September Weekend. Analysis of data obtained.
Identification of practices to promote positive behaviour and whole school implementation of systemic approaches to PPB.	Aug – October	DHT	GCC briefing on systematic approached to PPB. Staff training on Restorative Approaches.	Review before October break.
Identification of practices in dealing with unacceptable attitudes/behaviours (sanctions) and possible improvements.	Aug – October	DHT & Working Party	Staff development on ‘The Motivated School’ – input from Gail Nowek, Educational Psychologist.	Review before October break.
Develop a whole school approach to PPB – including PSAs, Janitor, Catering Staff and Pupil Council.	October – December	DHT & Working Party	Establishment of House System throughout school.	Review by end of November

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Develop whole school procedures for recording and reporting incidents, appropriate sanctions and monitoring impact of sanctions.	January – April	DHT & Working Party	Raise staff awareness of examples of good practice.	Review at February break.
Produce updated PPB procedures and practices for SHPS and present to school community	April – June	DHT & Working Party	Production of Information leaflet for parents and relevant others.	Review at May In-Service.
Produce whole school PPB policy.	April – June	DHT & Working Party	Production of Information leaflet for parents and relevant others.	Review at May In-Service

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Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	NUMERACY	<ul style="list-style-type: none"> ▪ Raise attainment in Mental Maths and Maths ▪ Improve children's Speed and Accuracy in Mathematics 	Mr Pugh Mrs Gonzalez	Aug '12 – June '13
2	LITERACY	<ul style="list-style-type: none"> ▪ Raised attainment in Reading, Writing & Talking & Listening 	Mr Keenan Mrs Duffy	Aug '12 – June '13
3	THIS IS OUR FAITH	<ul style="list-style-type: none"> ▪ Primary programme for all learners with an increased focus on the Faith and spiritual needs of our pupils. Teachers undertake a range of CPD opportunities to ensure we meet spiritual needs of staff and pupils 	Mrs McWaters Mrs Duffy	Aug '12 – June '13
4	POSITIVE FUTURES	<ul style="list-style-type: none"> ▪ Children will develop RESILIENCE in the face of mishaps & disappointments. ▪ Children will be able to develop skills to build healthy, happy relationships. ▪ Acquire skills to talk about emotions. ▪ Children to develop skills: Respect for themselves and others; Rights & Responsibilities. 	Miss Docherty	Aug '12 – June '13
5	EXCELLENCE IN TEACHING & LEARNING	<ul style="list-style-type: none"> ▪ Raised attainment in Numeracy & Literacy. ▪ Improvement in attitude. 	All Staff (Distributed Leadership)	Aug '12 – June '13

6	PROMOTING POSITIVE BEHAVIOUR			
Appendix 7	LEARNING COMMUNITY PLAN THIS IS OUR FATH	<ul style="list-style-type: none"> • Teachers to engage with draft overview of Religious education themes for p1 – 7 • Teachers to undertaken a range of CPD opportunities to support their engagement with the experiences and outcomes for Catholic religious education. <p>Transition programme from primary to secondary have an increased focus on the faith and spiritual needs of our pupils</p>	HT's of Learning Community	

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Appendix b

Monitoring of Progress and Evaluating the Impact of the Improvement Plan

Priority No. 1	NUMERACY		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Presentation on practical use of HEINEMANN ACTIVE MATHS resources & Practical workshop	June (part 1) August (part 2)			
	Audit of current ACTIVE maths resources	August			
	Resources to be prepared, laminated and organised into levels & subjects	September			
	In set presentation of new resources with toolbox being presented to each class				
	PRESENTATION workshops on use of new resources – EARLY FIRST & SECOND LEVELS	October			
	Demonstration lessons for each class and level. Observed lessons & sharing good practice	November			
	Embed I Planner	January			

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan

Priority No. 2	LITERACY		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Create and present guidelines for implementation of new resources – Oxford Reading Tree.	Aug '12			
	Connect 4 Reading programme. DHT & PT to lead implementation of Connect 4 programme.	Aug '12			
	Staff to pilot new LITERACY planners.	Aug '12			
	Creation of straightforward proforma planner to ensure breadth & variety in all genre.	September'12			
	Moderation of Writing: Current writing criteria to be enhanced to meet the needs of both teachers & pupils.	Oct '12			
	Create new Writing Criteria for non fiction writing experiences in Interdisciplinary experiences.				

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan					
Priority No. 3	THIS IS OUR FAITH		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	c) Courses booked – all teachers to attend TIOF appropriate for and relevant to the age and stage of . d) All new RE resources, copies of scriptures to be distributed to staff.	Aug – March '13			
	Audit current work done by class teachers in each classroom.	Sept '12 – Oct '12			
	All planners (TIOF) to be updated to meet needs of Sacred Heart pupils.	Aug '12			
	PT to present new planners to all teaching staff.	Sept '12 - June '13			
	All teaching staff to pilot new planner in class.				
	PT & SMT to support all staff as they pilot new planners in class.				
	Engage with parents re new syllabus.				
	Observation of GOOD practice – cascading of CPD to all teaching staff.	Jan - June			

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan					
Priority No. 4	POSITIVE FUTURES		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Presentation to all staff on new resources & methodology.	Aug '12			
	Distribution of all LESSON PLANS with whole school.				
	Class teachers to pilot resource.	Sept '12			
	Establish school communities: Pupil Council, Choirs; Eco Committee; Peer Mediation group; Buddies; Anti Bullying.	Aug – Oct '12			
	Pilot "Bounce Back" Resources throughout school.	Oct – Dec '12			
	Review lessons: Share good practice – visiting peer classrooms.	Jan '13 – March '13			
	Teachers & PSA's to monitor impact of resources.				

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan					
Priority No. 5	EXCELLENCE IN TEACHING & LEARNING		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Whole staff to visit the GOOD LESSON.	Sept '12			
	Support to teachers @ Reintegration Stage.	Aug '12			
	Staff to continue work on HOW NURTURING IS OUR SCHOOL.	Oct '12			
	Increase Peer Shadowing throughout the Year.	Sept – June '13			
	ASN: Position Statement to be created.	Nov '12			
	Introduction & Piloting of new PLP.	Aug '12			
	Continue to introduce Pupil Profiles P1 – P6.	Oct – June			
	Introduction of LEARNING WALLS P1 – P7	Sept – Oct '12			
	Pilot Global Citizenship in P1 – P6.	Jan '13			

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan					
Priority No. 6	PROMOTING POSITIVE BEHAVIOUR		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Audit current practices in PPB and identification of possible improvements.	Aug – October			
	Consult with parents/carers/relevant others, about current PPB practices and possible improvements.	End of September			
	Identification of practices to promote positive behaviour and whole school implementation of systemic approaches to PPB.	Aug – October			
	Identification of practices in dealing with unacceptable attitudes/behaviours (sanctions) and possible improvements.	Aug – October			
	Develop a whole school approach to PPB – including PSAs, Janitor, Catering Staff and Pupil Council.	October – December			
	Develop whole school procedures for recording and reporting incidents, appropriate sanctions and monitoring impact of sanctions.	January – April			

	Produce updated PPB procedures and practices for SHPS and present to school community	April – June				
	Produce whole school PPB policy.	April – June				

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Monitoring of Progress and Evaluating the Impact of the Improvement Plan

Priority No. 7	LEARNING COMMUNITY PLAN THIS IS OUR FAITH		Progress check 1 Date: October	Progress check 2 Date: January	Progress check 3 Date: March
	Task	Timescale	Comment on progress	Comment on progress	Comment on progress
	Draft overview to be discussed with school's across c Learning community. Each school to reflect on this curricular plan and adjust to accommodate local context.	September 2012			
	Feedback to working group to build the capacity for learning community link working	October 2012			
	Gathering from teaching plans of partner schools examples of learning opportunities and assessment strategies to facilitate moderation and sharing of standards.	May 2013			
	Review community overview and reflect/draft updated plan for session 2013-14 with opportunities for partnership with local community identified to enhance engagement with R.E	June 2013			
	Consult with CPD coordinators to draft a Learning Community training plan for staff to reflect the needs analysis from audit				
	Transition programme for P6 – S1 is reviewed to identify opportunities to focus on the faith and spiritual needs of our pupils	October 2012			
		October			

	Engage with parents, pupils and staff from associated primaries with updated transition programme	2012				
	Evaluate updated transition programme with all stakeholders.	November 2012 – June 2013				
		June 2013				