



*Natus Ad Patrare
Born to Achieve*

SACRED HEART PRIMARY SCHOOL

IMPROVEMENT AGENDA

2015 – 2016



Glasgow City Council Education Services

Improvement Planning

Establishment	SACRED HEART PRIMARY SCHOOL
LIG Area	NORTH EAST & ST MUNGO'S LEARNING COMMUNITY
Session	2015-2016



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Signatures:

Head of Establishment	E GONZALEZ	Date	JUNE '15
Area Education Officer	ISOBEL TAGGART	Date	JUNE '15

1a Our vision, values and aims

Sacred Heart Primary School is a Catholic School. Within our inclusive Christian environment we support each child to develop fully as an individual preparing them spiritually, academically, physically and emotionally to be responsible caring citizens. The school is well placed on its Journey to Excellence as the SMT are now fully established with the DHT taking up his post in Aug'08. Sacred Heart Primary School is a good/very good school with a track record of improvement. The challenge now is to move on and aim for excellence as we are ready to take that important step from Good to GREAT. We are aiming to take Self-Evaluation to the next level. We will move the focus from reflection to Action. Through accurate and honest analysis we will drive forward improvement for all learners as we implement 'A Curriculum for Excellence'. Our Vision is to achieve Excellence in all areas ensuring our children receive the HIGHEST Quality of LEARNING and TEACHING and consequently achieving their fullest potential, becoming everything they can be.

The Aims of Sacred Heart Primary School are:

- To promote a broad balanced highest quality education which is sensitive to the needs of each INDIVIDUAL child and is in harmony with the National Priorities in Education and the priorities of Glasgow City Council Education Services.
- To provide an environment which is supportive of ALL staff members and which allow all staff to learn, lead and develop effectively.
- To provide a secure, safe environment & ethos for all learners, ensuring they are happy safe and all rights are respected.
- To provide a stimulating, inclusive environment with expectations for diversity – resourced, organized & well managed in order to maximize pupil's learning experiences ensuring HIGH QUALITY LEARNING & TEACHING.
- To promote positive, relationships within the school and the community and to develop a POSITIVE partnership between staff, parents, the wider community and children being sensitive to their rights & expectations.

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.

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

VISION, AIMS & VALUES:

To develop our 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.

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 vision, values and aims is now becoming embedded. 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

The School Improvement Plan is based on our annual school audits e.g. TACLE, our SIP working group evaluations and audits our teacher and support staff meetings, the evaluations of all stakeholders and our ongoing Quality Assurance procedures and feedback. The strengths and areas for improvement of which inform our Standard and Quality Report '14-'15.

All staff was involved in evaluation of practice across the curriculum with particular reference to 2014-15 priorities using HGIOS 3/TACLE. This resulted in our June Standards & Quality report recording the school's very good progress in achieving its targets, meeting the needs of all pupils and identifying next steps for SIP '15-'16.

Presently almost all children meet reading, writing and maths targets set for session 2014-15 confirmed by ongoing formative and formal assessment weeks throughout the year. At the end of this session all children @ all stages will be tested using MALT Maths, SCHONELL Spelling Tests & HODDER reading.

Our quality assurance calendar provides clear guidelines for our systematic self-evaluation. We are endeavouring to ensure strong articulation between our PRD processes for staff which allow us to consider, through professional dialogue, the personal actions required to overtake priorities for improvement as a school.

High level question	Our key strengths	Our areas for improvement
How well do children / young people learn and achieve	<ul style="list-style-type: none"> • First class discipline @ all stages. • Active Learning • Leonardo effect, SSERC Science & Interdisciplinary Learning 	<ul style="list-style-type: none"> • PACING of TEACHING & LEARNING • Embed SSERC Science Skills
How well do we support children/young people to develop and learn	<ul style="list-style-type: none"> • 6 week referral system in place to ensure we meet the needs of all pupils. • Homework classes. • GIRFEC processes 	<ul style="list-style-type: none"> • Continue to embed new system to improve Teaching & Learning. • Pilot God's Loving Plan
How do we improve the quality of our work	<ul style="list-style-type: none"> • Planning & Assessment process which tackle bureaucracy. • Glasgow Award, Eco Flag, DTMM 	<ul style="list-style-type: none"> • Moderation & Assessment of Social Studies • Moderation & Assessment of Science

3. Priorities for improvement in the current year

Year 2015-2016

No	Priority	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Partnership Working
1	GOD'S LOVING PLAN	Exploring & Developing	SELF EVALUATION / VSE	Glasgow Archdiocese	5.3 5.1	<ul style="list-style-type: none"> • SAFE • HEALTHY • RESPECTED • RESPONSIBLE 	2, 3 & 4	The Archdiocese of Glasgow Parents
2	ASSESSMENT of SOCIAL STUDIES & MODERATION of SOCIAL STUDIES	Developing & Embedding	SELF EVALUATION / VSE	Glasgow Archdiocese	5.4 1.1 2.1	<ul style="list-style-type: none"> • ACHIEVING • RESPONSIBLE 	1, 2	All Stakeholders Learning Community
3	ASSESSMENT of SCIENCE & MODERATION of SCIENCE	Developing & Embedding	SELF EVALUATION / VSE	Glasgow Archdiocese	5.4 1.1 2.1	<ul style="list-style-type: none"> • ACHIEVING • RESPONSIBLE 	1, 2	All Stakeholders Learning Community
4	(LIG) KITBAG with THORNTREE & WELLSHOT PRIMARY	Exploring & Developing	SELF EVALUATION / VSE	Glasgow Archdiocese	5.3	<ul style="list-style-type: none"> • SAFE • INCLUDED • NURTURED • RESPECTED 	3, 6	LIG related with Thorntree Primary & Wellshot Primary
5	PHYSICAL EDUCATION	Developing & Embedding	SELF EVALUATION / VSE	Glasgow Archdiocese	5.1	<ul style="list-style-type: none"> • HEALTHY • ACTIVE • RESPONSIBLE 	1, 2, 3	All Stakeholders Parents Community Centre

SERVICE PRIORITIES:

1. Raising attainment & achievement for all young children.
2. The development of a curriculum 3-18 in line with the principles of Curriculum for Excellence.
3. Inclusion – Meeting the needs of all learners, in particular those with additional support needs.
4. Developing further the Early Childhood & Service strategies.
5. Improving our approaches to finance and resource management.
6. Working in partnership with other agencies to further improve outcomes for children, young people & families.

4. Action Planning			
Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	5.3 5.1	GOD'S LOVING PLAN Resource – to help teachers to deliver relationships and sex education in ways which are faithful to Christian moral teaching.	Children to develop healthy & respectful attitudes to their bodies and to relationships with families and friends and all aspects of God's gifts of life.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Presentation by Mary O'Duffin on new resource. Overview of framework P1 – P7	In Service Day 2 12 th August '15	All class teachers of LEARNING COMMUNITY	<ul style="list-style-type: none"> Power Point Presentation Introductory DVD New resource for all teachers
Presentation to Parents advising about God's Loving Plan	October '15 - before holiday	Mrs McWaters – PT Parents & Class Teachers	<ul style="list-style-type: none"> Introductory Video for parents Leaflet for parents about God's Loving Plan
4 Themes are presented to teachers: <ol style="list-style-type: none"> GOD GIVES ME LIFE GOD DELIGHTS IN ME GOD CALLS ME TO LOVE GOD'S LOVING PLAN GUIDES MY CHOICES 	October '15 November '15	All Class Teachers	<ul style="list-style-type: none"> Presentation of 4 themes Workshops on 4 themes
Staff to attend training @ Archdiocese of Glasgow.	Throughout the year	All Class Teachers	<ul style="list-style-type: none"> CPD training @ Archdiocese
Staff to pilot and implement God's Loving Plan in the classroom	Throughout the year November - June	All Class Teachers	<ul style="list-style-type: none"> Class visits – staff implementing best practice in God's Loving Plan & sharing best practice with colleagues

Evidence of Impact
<ul style="list-style-type: none"> Teachers will utilise 'God's Loving Plan' in every classroom. Teachers will be confident in delivery of the 4 organised themes. Children will begin to develop healthy & respectful attitude to their bodies & to all aspects of God's gift of life. Parents as first educators, will support children as they grow. Good communication between home and school is encouraged to ensure that the more intimate aspect of children's growth are dealt with sensitively and skilfully by parents & teachers working together.

4. Action Planning			
Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	5.4 1.1 2.1	ASSESSMENT & MODERATION of Social Studies	Raised attainment & achievement in all areas of Social Studies. Children developing sound understanding & knowledge with opportunities to apply skills in a variety of contexts.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Presentation of new Social Studies ‘topics.’	September ‘15	HT & all class teachers	New Phoenix Social Work resources. PowerPoint presentation on new
Workshops on new Social Studies topics. Teachers to experience sample lessons in HISTORY, GEOGRAPHY & MODERN STUDIES @ Early, First & Second Levels.	September ‘15	All class teachers	Workshops set up for each level & each area of HISTORY, GEOGRAPHY & MODERN STUDIES.
Staff to continue to develop understanding of significant Aspects of Learning in Social Studies	September ‘15 October ‘15	PT & All Class Teachers	GCC Achieving a Level Statements. Education Scotland Resource.
Staff to continue to match Social Studies topics to NEW FRAMEWORK.	October ‘15	HT, PT & All Class Teachers	Education Scotland Website.
Staff to utilise Education Scotland Resource to support practitioners in assessing progress.	October ‘15	HT, PT & All Class Teachers	Children’s Social Studies Work, Portfolios.
Moderation / Assessment workshops to assist / provide staff with support in selecting Assessment evidence.	November ‘15	PT’s & All Class Teachers	Children’s SOCIAL STUDIES PORTFOLIOS – Copy of Level Statements & Progression Framework attached to children’s piece of work.

Evidence of Impact
<ul style="list-style-type: none"> • Social Studies Framework Assessment & Summative Assessment afternoon will be incorporated into the end of each topic. • Every child in Sacred Heart Primary School will experience greater attainment & achievement in all Social Studies. • All children will experience breadth, challenge & application @ each level in Social Studies. • Each child in Sacred Heart Primary School will have Social Studies Profile tracking progress & attainment demonstrating that they have met specific “ACHIEVING A LEVEL STATEMENTS.”

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	5.4 1.1 2.1	ASSESSMENT & MODERATION of Science	Raised attainment & achievement in Science. Children developing sound understanding & knowledge with opportunities to apply skills in a variety of contexts & hands on practical investigations.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Presentation to recap SSERC Science topics, investigations & skills.	October '15 / November '15	DHT & PT	PowerPoint presentation & SSERC Science
Workshops on SSERC Science investigation showing PROGRESSIONS through levels in Sacred Heart Primary School Science framework.	December '15	DHT & PT	SHPS Framework & SSERC Science Resources
Staff to continue to develop understanding of significant Aspects of Learning in Science matching SSERC Science Investigations to SH Science framework.	January '16	DHT & PT	GCC Achieving A Level Education Scotland Resource
Staff to utilise Education Scotland Resource to support practitioners in assessing progress.	Throughout The year	All Teaching Staff	Children's Science work & Portfolios
Moderation / Assessment workshops to assist / provide staff with support in selecting Assessment evidence.	January '16 & Throughout The year	All Teaching Staff	Children's Science portfolios – copy of level statements & Progression framework attached to children's piece of work.

Evidence of Impact

- Science Formative & Summative Assessment afternoon will be incorporated into the end of each topic.
- Every child in Sacred Heart Primary School will experience greater attainment & achievement in all areas of science.
- All children will experience breadth, challenge & application @ each level in Science.
- Each child in Sacred Heart Primary School will have Science Profile – tracking progress & attainment, demonstrating that they have met specific Science 'Achieving a Level Statements.'

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4	5.3	Piloting & implementation of nurturing resource – THE KIT BAG – an introduction to Kit Bag: Building Psychological Capacity in powerful times.	Utilising Kitbag – will lead all pupils & staff towards a Nurturing school – leading to self care, self help & resilience in a holistic way.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Introduction of Kitbag to all teachers.	June	HT & All Class Teachers	Kit Bag: Kitbags to be ordered to all volunteers.
Introduction of Kitbag to all PSA', Nurture Base.	Start of New Session	HT & Joanie (Kitbag Specialist)	Powerpoint presentation.
CPD training sessions on Rationale behind Kitbag.	August	Kitbag Workshops	CPD workshops on Rationale Behind Kitbag.
Staff to participate in CPD workshops.		Kitbag Specialist	Workshops to include CPD 35 hours.
Staff to pilot KITBAG in classes.	Throughout The year		Kitbag for each class teacher, Nurture Base, Parents.
Staff to pilot KITBAG with parents.	October – June	SMT	Presentation to Parents....volunteers.

Evidence of Impact

- Children will develop more resilience, in particular children who are vulnerable, who have encountered themselves struggling to cope, either with specific circumstances or simply with the stresses & demands of modern living.
- Support to teachers, SMT, PSA's & parents – developing the psychological capacity of staff in the face of rising trauma & increase in vulnerable children & increasing number of school Child Protection cases – this will also assist staff to deal with emotional & stressful content of their work.
- All stakeholders with a source of strength....to assist them to communicate their feelings with a solution focussed approach.

4. Action Planning			
Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
5	5.1	Curriculum for Excellence – Physical Education	Children will experience high quality Physical Education lessons focussing on the development of skills & concepts for participation in a wide range of physical activity, sport, dance & outdoor learning.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Staff to participate in PE presentation – looking further into skills development & Progression Framework.	August – September	Andrea Robertson Head of PE, Glasgow	Achieving a Level Statements Power Point Presentation.
Staff to participate in CAT sessions to increase PE repertoire.	August – September	Andrea Robertson PE specialist	CPD Session Staff participating in Physical Education workshops.
Staff to participate in PE workshops to build confidence & expertise in E's & O's.	January – February	Andrea Robertson PE Specialist	CPD Session Staff to participate in Outdoor Learning workshops.
Staff to participate in CAT session to look @ PE & Health & Well Being planning.	March – April	PSA's	PE Progression Framework & Achieving a Level Statements. Power Point Presentation.
PSA's to participate in Activity / Games workshops.	Throughout the year	All staff teaching & non teaching	Activity Games workshops.

Evidence of Impact
<ul style="list-style-type: none"> Physical wellbeing of all children will be enhanced. Learning in, through & about Physical Education is enhanced by participating on a regular basis in a wider range of purposeful, challenging, progressive & enjoyable physical activities with <u>choice</u> built in for all learners. Learners develop an understanding of their physical health & the contribution made by participation in PE & sport to keeping them healthy & preparing them for life beyond school. Extra lunch time clubs & extra curricular activities, extra break activities as well as planned PE activities. Open up more opportunities for our learners to participate & perform @ their highest level in sport.

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Pilot HWB & RE Resource, God's Loving Plan – to help teachers to deliver relationships and sex education in ways which are faithful to Christian moral Teaching.	Children to develop healthy & respectful attitudes to their bodies and to relationships with families and friends and all aspects of God's gift of life.	HT	August '15 - June '16
2	Assessment (& moderation) of Social Studies	Raised attainment & achievement in all areas of Social Studies. Children developing sound understanding & knowledge with opportunities to apply skills in a variety of contexts.	PT	September '15 - June '16
3	Assessment (& moderation) of Science	Raised attainment & achievement in Science – children developing sound understanding & knowledge with opportunities to apply skills in a variety of contexts & hands on practical investigations.	DHT & PT	January '16 - June '16
	Continued from last year Appendix a) Piloting & implementation of Nurturing Resource – “Kit Bag” an introduction to building psychological capacity in powerful times.	Utilising the “Kit Bag” will lead all pupils & staff toward a Nurturing school – leading to self-care, self-help & resilience in a holistic way.	HT & All Class Teachers	August '15 - June '16
	Continued for last year Appendix b) Physical Education	Children will experience high quality Physical Education lessons – focussing on the development of skills and concepts for participation in a wide range of physical activity, sport, dance & outdoor learning	HT & Andrea Robertson	August '15 - June 16