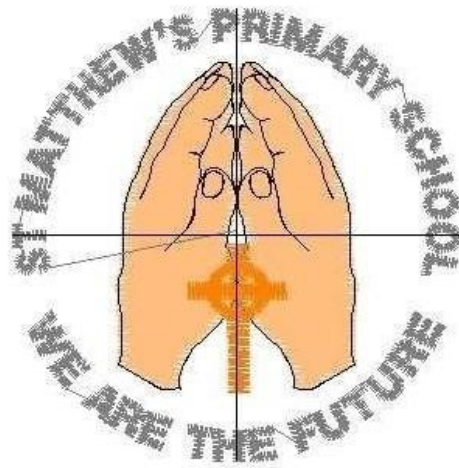


St Matthew's RC Primary School Improvement Plan

2014-2015



Pupil Achievement

Priority 1:

Ensure every pupil increases attainment in Numeracy and Literacy and is maximising learning potential

Priority one will be achieved by:

- Identify pupils who are not making expected or better progress and intervene to accelerate their learning and resolve underachievement promptly.
- Identifying development areas for different subjects and using this to structure termly planner and CPD of teachers and Learning Assistants.
- Improving assessment and tracking of all pupils in all subjects areas and use this to inform teaching and learning.
- Exploring reasons for gaps in achievement and target appropriate interventions
- Ensure consistency of progress made by all pupils.

Success Criteria:

- All pupils make at least expected progress in relation to school predictions
- Those at risk of underachievement are accurately identified and the interventions used are effective in accelerating progress as shown through termly pupils progress meetings and half termly tracking
- Pupils' work shows high expectations of progress and attainment
- Analysis of end of year data shows that pupils attainment compares favourably with authority and national targets.

Development Objective	Timescale	Responsibility	Evaluation Strategy	Cost/Resources
<ul style="list-style-type: none"> • Identify pupils who are not making expected or better progress and intervene to accelerate their learning and resolve underachievement promptly. 	4 weekly	HT Class Teacher	All assessment data and analysis	HT-Class Teacher dialogue time Time for data analysis Professional dialogue around how data will be used to inform next steps
<ul style="list-style-type: none"> • Identifying development areas for different subjects and using this to structure termly planner and CPD of teachers and Learning Assistants. 	To be completed by Dec 2014	HT Class teacher Learning Assistants	Data Analysis	Class teacher release time Liaison with partnership schools Inter school interdisciplinary planning Time

<ul style="list-style-type: none"> Improving assessment and tracking of all pupils in all subjects areas and use this to inform teaching and learning. 	4 weekly	HT Class Teacher	Data analysis Tracking and assessment folder review	CAT session Staff meetings - standing agenda item
<ul style="list-style-type: none"> Exploring reasons for gaps in achievement and target appropriate interventions. 	4 weekly	HT Class Teachers	Ht/Teacher discussion about individual pupils Intervention impact analysis	Professional dialogue and data analysis time
<ul style="list-style-type: none"> Ensure consistency of progress made by all pupils. 	Ongoing	HT Class Teacher	Triangulated monitoring Planning	Time for professional dialogue

Quality of Teaching

Priority 2:

Ensure that the quality of teaching is excellent across all age groups and in all subject areas

Priority two will be achieved by:

- Ensuring all teachers and learning assistants have similarly high expectations in the application of school policies.
- Ensuring that assessment is accurate and used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils.
- Using key 'Assessment for Learning' strategies routinely to strengthen learning, resolve misconceptions and evaluate the impact of provision.
- Ensuring that best practice is disseminated and shared across the school.
- Ensuring that planning stretches the pupils in their thinking, problem solving and investigative skills and that this is in the outcomes for children's work.
- Increasing level of participation by pupils in lessons and when responding to feedback.
- Ensuring consistently high quality marking and constructive feedback across all subject areas.
- Ensuring learning tasks are relevant, engaging and matched to pupils' learning needs.
- Ensuring that teachers use support staff effectively to generate high outcomes for pupils.
- Ensuring that pupils are aware of what they need to do next and how they will achieve this in relation to attainment levels and targets.

Success Criteria:

- Marking will be high quality and will provide constructive next steps for learning in all subject areas.
- Children will be able to articulate their learning and confidently state and put into practice next steps in all subject areas
- All children will have termly targets and successfully achieve these targets to ensure pace and progression
- 100% of children will increase attainment in Numeracy and Literacy.
- All staff will engage with Visible Learning and understand effect size within the classroom.
- Pupil attainment with equal or better Midlothian averages in Literacy and Numeracy.

Development Objective	Timescale	Responsibility	Evaluation Strategy	Cost/Resources
<ul style="list-style-type: none"> • Ensuring all teachers and learning assistants have similarly high expectations in the application of school policies. 	From Aug 2014 and on going	HT Class Teacher Learning Assistants Visiting Teachers	Monitoring - books, lessons, displays, data and planning	Staffing - additional learning assistant time ASG/Midlothian CPD visible learning John Hattie 'Visible Learning for Teachers' CAT session

<ul style="list-style-type: none"> Ensuring that assessment is accurate and used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils. 	Ongoing	HT Class teacher	Moderation Meetings - school, ASG and authority wide Data Analysis	Class teacher release time
<ul style="list-style-type: none"> Using key 'Assessment for Learning' strategies routinely to strengthen learning, resolve misconceptions and evaluate the impact of provision. 	Recap of current policies in August	HT Class Teacher Learning Assistants	AiFL strategies are visible during lessons and in jotters - impact is seen in outcomes	CAT session Staff meetings - standing agenda item
<ul style="list-style-type: none"> Ensuring that best practice is disseminated and shared across the school. 	Ongoing	HT Class Teachers Visiting Teachers	Links to research discussed and evaluated during staff meetings Impact seen during monitoring	Coaching and paired observations across ASG and Authority Link with other school e.g Rosewell, Primary, Glencorse etc.
<ul style="list-style-type: none"> Ensuring that planning stretches the pupils in their thinking, problem solving and investigative skills and that this is in the outcomes for children's work. 	Ongoing - termly plans	HT Class Teacher	Progress in literacy and numeracy improves Literacy and numeracy displays demonstrate challenge Monitoring of planning, books and lessons	Time for professional dialogue Peer planning with partner schools
<ul style="list-style-type: none"> Increasing level of participation by pupils in lessons and when responding to feedback. 	Ongoing	Maths Champion Literacy Champion HT Class Teacher	Jotter monitoring, classroom observations, pupil interviews	HT QIP colleagues
<ul style="list-style-type: none"> Ensuring consistently high quality marking and constructive feedback across all subject areas. 	Ongoing	HT Class Teacher	Jotter monitoring, classroom observations, pupil interviews	Professional dialogue with peers in partner schools
<ul style="list-style-type: none"> Ensuring learning tasks are relevant, engaging and matched to pupils' learning needs. 	Ongoing	HT Class Teacher Learning Assistants	Jotter Monitoring, classroom observations Pupil interviews	Time for professional dialogue Pupils teacher 1:1

<ul style="list-style-type: none"> Ensuring that teachers use support staff effectively to generate high outcomes for pupils. 	Ongoing	HT Class teacher Learning Assistants	Classroom observation Professional Dialogue	Liaison time between teacher and learning assistant
<ul style="list-style-type: none"> Ensuring that pupils are aware of what they need to do next and how they will achieve this in relation to attainment levels and targets. 	Ongoing	HT Class teacher Learning Assistant Pupils	Jotter monitoring Target setting Pupil Interviews	Staff meeting