



# School improvement plan summary: St Matthew's Primary School 2023 -2024

Every year, we ask our school community how we could improve our school. All views are considered and we write a school improvement plan. We also write a report on how last year's improvements went. The plan and report are known as a "School Quality and Improvement Plan" A short summary of this year's plan is given below. A more detailed version is also available.

## **Our school's vision, values and aims**

**\*Due for review 2023/2024**

### **We are the future**

At St Matthew's we aspire to create an outstanding positive ethos based on the Gospel Values and respect for all. We will provide a safe learning environment that encourages learners to discover and challenge their thinking. Through high quality learning and teaching we will promote curiosity and ignite a passion for life-long learning, developing independent learners who embrace challenge enthusiastically. We endeavour to ensure our learners develop their skills and confidence and reach their full potential in preparation for the future.

### **Values**

Faith

Honesty

Integrity

Respect

Responsibility

Forgiveness

Friendship

## **Aims**

A school environment, where all members of the school community feel valued and respected, where the health and wellbeing of all are nurtured, fostering a sense of high self esteem and motivation within a secure and positive ethos.

Providing the highest quality teaching and learning environment, where both staff and children set high expectations for themselves and become successful, reflective learners across the curriculum.

Offering our children a wide range of learning experiences, which give opportunities to learn about issues such as sustainable development, citizenship, enterprise, the arts, which develops a greater understanding of the world around them and a sense of their place in the world.

Encouraging staff and children to be creative thinkers to enable them to meet new challenges and situations with confidence.

To work closely with the parish of St. Matthew's, supporting one another in nurturing the Gospel values and embracing the Christian ethos as well as preparing our children to receive the sacraments.

To plan, monitor and evaluate each aspect of school life on a regular basis to ensure our children are being offered the very best teaching and learning experience.

To promote healthy and active living and embrace the principles of a health promoting school

## **Last year's school improvement plan**

<b>What we improved</b>	<b>How we improved</b>	<b>What impact this had on pupils</b>
Development of digital literacy for pupils and staff	All children and adults in P4-7 were trained to use Read & Write  Google classroom has become a routine platform for sharing information in lessons/assigning learning to pupils  Embedding use of ipads to support learning in P1-3  Engagement with the Digital Team within the local authority to provide training and in-class	Almost all children in P4-7 can use Google Classroom without support  Most children in P4-7 can use Read & Write without support  The majority of children who are not on track in writing in P4-7 use Read and Write to support their writing  P1-3 use ipads daily to support and enhance learning

	support as required.	
Almost all children engage with Zones of Regulation, can identify how they are feeling at different points in the day and can explain strategies to get into the 'green' zone.	All classrooms engage with Zones of Regulation daily, incorporating check-ins periodically over the course of the day.	Almost all learners can articulate strategies to help them get to the 'green zone', supporting self regulation within the school
We re-established the role of champions within the school	All learners had the opportunity to choose an adult to be their 'champion', an adult they could talk to and seek guidance and support from.	Pupils actively seek opportunities to speak to their champion  Time is protected to facilitate these champion check ins as required
We improved how we ensure that we are meeting the needs of individual learners through robust attainment meetings and greater engagement with resources to support learners	Data-dialogue formed the basis for attainment meetings to ensure we were meeting the needs of all learners  Identification and targeted support of learners who were not on track	Targeted pupils received increase support within their classroom or outwith the classroom to help to close the attainment gap
We developed the enhanced class to ensure that members of our local community with additional support needs access education within their local community and remain part of a mainstream school	We developed the resources within the classroom to meet the needs of individual learners  We improved the planning process for our learners to ensure we were meeting their individual needs appropriately. We reviewed learning on a regular basis in child planning meetings.	Almost all members of the enhanced class accessed mainstream classrooms at different points in the week to maintain a sense of belonging  Almost all learners made progress in their individual targets.  Parents were involved in planning meetings

	We developed the use of digital technologies to support learning	and were able to support learning at home  Almost all learners can use a device to choose self-directed or teacher instructed learning to support progress
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### This year's improvements

<b>What we will improve</b>	<b>How we will improve this</b>	<b>The impact on learners that this will have</b>
Curriculum design	<p>All teachers will embed the Midlothian Council Literacy &amp; Numeracy progressions Early to Second Level.</p> <p>All teachers will participate in training to facilitate to rollout of the Midlothian reading progressions</p> <p>All teachers will engage with the curriculum progressions for all other subject areas to support planning and ensure adequate challenge within lessons</p> <p>Curriculum bundling of E's and O's within three year cycles</p>	<p>All learners will have a consistent, coherent and progressive programme of learning in Literacy &amp; Numeracy.</p> <p>All learners will experience greater challenge and greater progress in learning</p> <p>Pupil voice will be incorporated into the planning process</p> <p>All learners will receive their full curriculum entitlement</p>
Learning, Teaching and Assessment	<p>Engagement with Local Authority Raising Attainment Strategy</p> <p>Engagement with data to improve attainment</p> <p>Regular attainment monitoring</p> <p>SLT observation</p> <p>Review of Learning, Teaching and Assessment Policy</p>	<p>All learners will receive timely and constructive feedback to improve learning</p> <p>All class teachers will have the opportunity to develop their practice through observations and professional dialogue, leading to improved learning opportunities for learners</p> <p>Through moderation opportunities, all teaching staff will be supported to make robust judgements on the achievement of a level</p>

	<p>Increased moderation opportunities</p> <p>Improved approaches to tracking attainment over time</p>	Learners requiring support will be identified earlier and opportunities for early intervention will be maximised
Play-based learning in the Early Years	<p>Improvement in opportunities for play throughout early level</p> <p>Redevelopment of outdoor learning space for P1-3 classroom to facilitate increased outdoor play opportunities</p> <p>Primary 1-3 teacher to visit other settings to observe good practice</p> <p>Primary 1-3 teacher to engage in focused professional reading around play based learning</p>	Learning through play at Early Level will become embedded and routine and provide rich opportunities for learning
Celebration and tracking of wider achievements across the school	<p>Whole school display will track and celebrate wider achievements of learners</p> <p>School staff will run extracurricular clubs to ensure all learners have access to opportunities for wider achievement</p>	<p>All learners will have the opportunity to participate in wider achievements within the school</p> <p>Learners who do not have the same opportunities for wider achievement at home will be supported and presented with opportunities at school</p>
Children's wellbeing	<p>Regular wellbeing assemblies, focusing on the wellbeing indicators</p> <p>Relaunch of school champions using QR codes/google forms to request champion check ins</p> <p>Termly engagement with GIRFEC survey to</p>	<p>Almost all learners will be able to explain the wellbeing indicators and what they mean</p> <p>The GIRFEC survey results will show an overall upward trend in how children are feeling at school, in relation to the wellbeing indicator</p> <p>All learners will understand the role of a</p>

	monitor wellbeing over time  Development of champions policy with learners and wider stakeholders	champion in school and how it impacts them.
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Most schools in Scotland receive extra money from the Scottish Government. This money can be used to reduce inequality for children who live in households with lower incomes. This is how we used last year's extra money and how we plan to use this year's extra money.

<b>Last year: what we did</b>	<b>The impact for learners</b>
We provided funding for families who required financial support for trips and wider school experiences	All learners had equal access to all school trips and wider school activities that had cost implications
We increased the hours of learning assistant support for learners requiring additional support in Literacy and Numeracy	All learners had access to a learning assistant within their classroom on a daily basis to support targeted intervention, as directed by the class teacher or Support for Learning teacher.
We increased the hours of the Principal Teacher/Support for Learning teacher in school. They: -supported teaching staff to engage further with assessment data to support targeted learners and provide appropriate intervention within the class setting. -provided additional intervention in Literacy and Numeracy for targeted learners. -provided pastoral support for identified learners	All class teachers engaged further with data to ensure learners were appropriately supported and challenged within lessons.  Targeted learners were provided with additional support in literacy and numeracy  Targeted learners were provided with additional pastoral support outwith the classroom to support their readiness to learn and levels of success within the classroom.
<b>This year: what we will do</b>	<b>The impact for learners</b>
We will increase the hours of the Support for Learning teacher in school, who will work with individual learners and small groups of learners who need extra support in Literacy and Numeracy	The majority of learners will achieve the expected level of Literacy and Numeracy by P4 and P7. We will reduce the "attainment gap" between learners who live in households with lower incomes and other learners.
We will employ a 'Raising Attainment' teacher for 1.5 days per week from January 2024	The majority of learners will achieve the expected level of Literacy and Numeracy by P4 and P7. We will reduce the "attainment gap" between learners who live in households with lower incomes and other learners.
We will continue to provide funding for families who required financial	All learners will have equal access to all school trips and wider school

support for trips and wider school experiences	activities that had cost implications
We will provide learners with new books and graphic novels to support and encourage increased reading opportunities at home and at school.	Most learners will engage in daily reading for pleasure and will have regular opportunities to develop skills for reading