



St Peter's R.C. Primary
School
Improvement Plan
2023 - 2024



School Improvement - High Level 3 Year Plan

Last year	Current year	Next year
Q11.3 Leadership of Change		
<p>Improve leadership of learning at all levels</p> <ul style="list-style-type: none"> Increasing pupil leadership of learning Developing pupil voice and leadership opportunities across the school Increase parent and partner engagement to support learning in school 	<p>Develop leadership and ownership of learning and wider achievement at all levels</p> <ul style="list-style-type: none"> Increasing pupil voice and leadership of school initiatives, the curriculum and decision making in school Supporting and developing staff leadership at all levels, including specialist roles for PSA staff Continuing to build on parental and partner engagement and family learning opportunities in school 	<p>Involving all stakeholders in planning and implementing improvement and change</p> <ul style="list-style-type: none"> Further developing pupil leadership of learning across the curriculum Opportunities for sharing and leading examples of good practice across the school Increasing involvement of key stakeholders (including parents and school partners) in planning and evaluating contexts for learning
Q12.3 Learning, Teaching & Assessment		
<p>Improve children's learning and the quality of teaching</p> <ul style="list-style-type: none"> Consistent use of learning intentions, success criteria and questioning Purposeful learning environments where learners have shared ownership Improvements in quality of assessment evidence gathered 	<p>Improve learning environments and opportunities for skills development</p> <ul style="list-style-type: none"> Learner-led classroom environments with rich opportunities for play and real-life contexts for learning Learner ownership of planning, evidencing and evaluating learning, including through the four contexts Reviewing and embedding St Peter's skills planning / overview to align with Aberdeen City Council skills progression framework 	<p>Further develop skills through the curriculum and opportunities for learners to reflect on their progress</p> <ul style="list-style-type: none"> Further embed skills framework across all planned learning and teaching Develop ways for learners to reflect on their skills development and progression Revisit and enhance school approaches to evidencing learning, including improving pupil involvement in selecting and reflecting on key pieces of learning
Q13.1 Ensuring Wellbeing, Equality & Inclusion		
<p>Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge</p> <ul style="list-style-type: none"> Increasing consistency in planning for support and challenge across the school 	<p>Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge</p> <ul style="list-style-type: none"> Continue to develop planning for support and challenge across the school Focus on skills and talents. Learners recognising their own God-given talents and 	<p>Improve health and wellbeing outcomes for pupils</p> <ul style="list-style-type: none"> Embed Circle framework in classroom practice across the school Develop the equalities and diversity curriculum (including God's loving plan) across the school

<ul style="list-style-type: none"> • Developing more opportunities for learners to work together to develop their social skills • Learners having a better understanding of their emotions, which they can use to support their learning and progress 	<p>developing a whole school understanding of uniqueness and diversity</p> <ul style="list-style-type: none"> • Further rolling out of Roots of Empathy programme • Continuing to develop extra-curricular offerings and celebration / recognition of wider achievement in school 	<ul style="list-style-type: none"> • Further develop the Health and Wellbeing curriculum with a focus on relevance to the school's unique factors (linked to health and wellbeing school data) • Develop systems for pupils to reflect on skills they are developing through extra-curricular and wider achievement opportunities
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Q13.2 Raising Attainment & Achievement

<p>Improve attainment in literacy and numeracy</p> <ul style="list-style-type: none"> • Increasing teacher confidence in reading and consistency of teaching approaches across the school • Increasing reading confidence and enjoyment across the school • Developing quality of feedback in writing to increase attainment • Developing the concrete, pictorial, abstract approach in numeracy • Targeting learners with gaps in numeracy and mathematics knowledge and attainment at P6 and P7 stages 	<p>Improve attainment in literacy and numeracy</p> <ul style="list-style-type: none"> • Further developing consistency of reading approaches – Read Write Inc roll-out to P3. Continue to develop targeted reading interventions, particularly for P5 • Increasing learner engagement and ownership in writing through focusing on context and purpose • Continue to develop targeted support for numeracy, particularly at P5 • Focusing on shared approaches to teaching numeracy (including continuation of CPA and Maths Mastery approaches) 	<p>Improve attainment in literacy and numeracy</p> <ul style="list-style-type: none"> • Full implementation of Read Write Inc approach for P1-P3 pupils. Use of programme to support targeted pupils at other stages. • Participation in the Children and Young People Improvement Collaborative Writing Project to develop tools for writing and increase attainment in writing across the school • Review and develop systems for planning listening and talking experiences across the school • Evaluate and develop strategies for Maths Mastery across the school
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Q1 – 1.3 Leadership of Change

Develop leadership and ownership of learning and wider achievement at all levels

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Learners will experience more opportunities to participate in pupil voice events, lead school initiatives, lead curriculum design and be involved in decision making in school.	<ul style="list-style-type: none"> • Almost all pupils will be able to talk about their role in a pupil voice group • Observations of pupil voice and leadership meetings and events • Minutes and evidence of work from pupil leadership groups and pupil voice groups • Observations of learning and teaching 	<ul style="list-style-type: none"> • Increased use of “Wee HGIOS” with Pupil Council to provide pupils with a more active role in school quality assurance processes • Active involvement of Learning Council in Learning Walks this year • Increased opportunities for curriculum planning and evaluation for Learning Council this year • Establish goals and support materials for pupil voice groups this year • Planned opportunities for pupil voice groups to share their work with the wider school (e.g. assemblies) 	August – June	DHT (0.2) to work with Pupil Council, Learning Council and Junior Road Safety Officers (JRSOs) groups. DHT (0.8) and HT to work with P7 leaders. Class teachers to work with pupil voice groups.	
Staff at all levels will have increased opportunities to lead areas of improvement and initiatives in school.	<ul style="list-style-type: none"> • The majority of teaching staff will be taking increased responsibility for delivering CLPL linked to the School Improvement Plan and areas of staff leadership 	<ul style="list-style-type: none"> • Establish revised Senior Leadership Team remits (with new 0.8 Acting PT) • Map out areas of staff leadership / remits and SLT supporters • Align QI calendar with opportunities for staff to deliver CLPL linked to their areas of leadership • Encourage new areas of development / opportunities for Pupil Support Assistants for supporting learners 	August – December	Revised remits and areas of leadership map. Development time for staff leading initiatives in school. Supporting Learners teacher to identify specialist areas for PSAs to support in school and align timetables accordingly.	
Parents and partners will continue to have increasing opportunities to be involved in supporting learning and school improvement.	<ul style="list-style-type: none"> • Parent surveys (parents evenings, open events etc.) • Partner surveys • Minutes of engagement meetings • Contexts for learning plans evidencing partnership working opportunities • Increased attendance at parent engagement / involvement events 	<ul style="list-style-type: none"> • Plan opportunities for parental engagement and involvement opportunities through contexts for learning and wider events in school • Develop surveys to be used at more regular opportunities to tailor parental involvement / engagement activities to needs and wants of our parent body • Teaching staff to consider and seek partnerships (including building on existing partnerships) to support learning in school • Hold a partnership engagement event to evaluate and plan future partnership work in school • Increase Family Learning opportunities (in partnership with the Family Learning team) 	August – June	Teaching staff and SLT to align parental engagement opportunities with the school calendar and context for learning plans. SLT to create surveys for parents to complete following engagement opportunities. Time for school partners to come together.	

Action Plan



				Family Learning team to deliver key opportunities for our school community.	
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Q1 – 2.3 Learning, Teaching & Assessment

Improve learning environments and opportunities for skills development

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Classrooms in our school will become more learner-led environments with increasing opportunities for play and real-life contexts for learning.	<ul style="list-style-type: none"> • Most pupils will be able to explain how they help lead their classroom environments • The majority of pupils will be able to talk about their play and opportunities for real-life learning in and beyond their classroom • Feedback from Learning Walks will be used to evaluate quality play opportunities in classrooms and around the school 	<ul style="list-style-type: none"> • Teachers will use CIRCLE framework to ensure classroom environments support a wide range of learners • Teachers to work collegiately to ensure there are quality play opportunities, including numeracy and literacy rich areas, within all classrooms • SLT, teaching staff and Pupil Support Assistants will work together to develop refreshed play opportunities within the lodge space • Planned learning walks, which will include learners, will be used to support the evaluation of learning environments 	August – June	SLT to lead quality assurance procedures. SfL teacher to support teaching staff with use of CIRCLE framework.	
Increased learner ownership of planning, evidencing and evaluating learning, including through the four contexts.	<ul style="list-style-type: none"> • Increased opportunities for pupil voice and leadership groups to contribute to planning • Most pupils will contribute to and be able to talk about their learning in class using class weekly slides 	<ul style="list-style-type: none"> • Learning Council to be actively involved in planning and evaluating our contexts for learning • Class teachers to increase the involvement of pupils in creating weekly learning slides which reflect key learning in classes • Continued use of the four contexts planning to ensure consistency across the school 	August – June	DHT (0.2) to meet regularly with the Learning Council. WTA time to be used for developing our curriculum (contexts for learning).	
Reviewing and embedding St Peter’s skills planning / overview to align with Aberdeen City Council skills progression framework.	<ul style="list-style-type: none"> • Most teaching staff will have an increased understanding of skills progression in our school • There will be an increased use of the language of skills 	<ul style="list-style-type: none"> • Revisiting our Skills Progression Framework to embed the key skills set out in the Aberdeen City Council Skills Progression Framework • Consulting pupils, staff, parents and partners on the skills we want to develop as a school community and ensuring they feature within our unique framework • Embedding skills progression into planning, including our context planning in school 	August – June	M McFadden (class teacher) will use allocated leadership time (November onwards) to develop our skills framework. WTA time for consulting staff and developing our framework together.	

	<p>development by staff, pupils and parents</p> <ul style="list-style-type: none">• Learning and the curriculum will have more explicit links to specific skills development, which will be planned more progressively across the school	<ul style="list-style-type: none">• Liaising with other schools who are engaged in good practice with skills development and progression			
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Q1 – 3.1 Ensuring Wellbeing, Equality & Inclusion

Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge



Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Further development of planning for support and challenge across the school.	<ul style="list-style-type: none"> Pupil Support Assistant time will be used more to target pupils and support learning across the school Targeted support planning will reflect approaches and roles for staff in targeting learners and supporting gaps in attainment Increased tracking meetings will have a larger focus on individual progress and achievement and interventions to support Increased parental involvement in IEP planning 	<ul style="list-style-type: none"> Develop PSA timetables to align better with targeted support needs identified in planning Quality Assurance of and discussions linked to targeted support planning for each class Teaching staff will have regular opportunities to meet with Sfl teacher to review learners and their progress, discuss support needs and work together to plan for improving attainment Regular planned tracking meetings will allow SLT and teaching staff to review and scrutinize progress, attainment and interventions in school Planned time for meeting with parents throughout the year to review planned interventions and progress for pupils with IEPs 	January – June	<p>Sfl teacher time to meet regularly for short consultations with class teachers (class cover to be provided by NCCT teacher).</p> <p>Sfl teacher time to plan timetables and interventions with PSAs.</p> <p>SLT and teaching staff planned time for tracking meetings.</p> <p>Class teacher / Sfl teacher time to consult parents on IEPs.</p> <p>DHT (0.8) time to oversee developments and meet with Sfl teacher regularly.</p>	
Further roll out of Roots of Empathy programme in school.	<ul style="list-style-type: none"> Pupils in Roots of Empathy class (P2/3) will be able to talk about the skills they have developed through the programme Feedback and ratings scales from P2/3 class teacher to measure the impact of the programme on the class End of programme survey feedback to measure the overall impact of the whole programme 	<ul style="list-style-type: none"> Introduction and roll-out of the full programme in targeted class (P2/3) Regular planned opportunities to measure impact of the programme with pupils and staff involved Sharing the outcomes of the programme at regular opportunities with parents / the wider school community (e.g. at assemblies, through the monthly Sway newsletter etc.) 	October – June	<p>PT (0.8) will continue to lead this.</p> <p>Annual cost of £283.38 to be funded by PEF.</p>	

<p>Further development of our extra-curricular offerings and recognition of wider achievement in school.</p>	<ul style="list-style-type: none"> The majority of pupils will have the opportunity to take part in at least one extra-curricular activity in school An increase in the variety of extra-curricular offerings in school The majority of pupils will have their achievements recognised in different ways in school 	<ul style="list-style-type: none"> Teaching staff have agreed to offer extra-curricular activities as part of their WTA hours Working with partner agencies (RADS, Active Schools and other partners) to seek new opportunities for extra-curricular activities in school Developing overviews of extra-curricular offering to help pupils choose opportunities (with the support of their families) Developing tracking at class level to track extra-curricular / wider opportunities for pupils 	<p>August – June</p>	<p>HT time to meet / liaise with partners to plan extra-curricular opportunities.</p> <p>WTA agreement time for teaching staff to provide extra-curricular opportunities.</p> <p>DHT (0.8) time to develop and review tracking for extra curricular involvement / wider opportunities in school.</p> <p>PT time to develop overviews / Google slides showcasing opportunities available to pupils.</p>	
<p>An increased focus on individual God-given skills and talents linked to skills development in school.</p> <p>Development of the school's equality and diversity approaches.</p>	<ul style="list-style-type: none"> Pupils will be more aware of their unique skills and talents through an increased focus on skills development in school Approaches to teaching God's Loving Plan will be more consistent across the school Pupils will have more opportunities to celebrate diversity and learn about equality in school 	<ul style="list-style-type: none"> Development of contexts for learning to support links to equality and diversity (especially the "We belong" and "Let's celebrate" contexts for learning) God's Loving Plan and RERC learning to support learners to reflect on their unique, God-given skills, qualities and talents Teaching staff across the school to work together to shape the school's approaches to teaching God's Loving Plan, which includes learning about Relationships, Sexual Health and Parenthood (RSHP), equality and diversity Working with the other RC schools to develop our God's Loving Plan curriculum 	<p>November – June</p>	<p>In-Set Day (November 2023) to focus on RERC, God's Loving Plan and Equality / Diversity.</p> <p>WTA late nights (x3) to be used for working in partnership with other R.C. schools.</p>	

Q1 – 3.2 Raising Attainment & Achievement

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Increased consistency of approaches in teaching reading.	<ul style="list-style-type: none"> All pupils from P1-P3 will be assessed and placed within the Read Write Inc programme (or beyond) to support pace and challenge in teaching reading Targeted support planning for P4-P7 will indicate the reading interventions being used to support targeted pupils 	<ul style="list-style-type: none"> Consistent use of reading assessments across the school Roll-out of Read Write Inc from P1-P3 this year Staff training (teachers and support staff) in Read Write Inc approaches Develop consistency in approach and planning for reading targeted support for P4-P7 pupils Targeted use of PSAs to support reading interventions from P4-P7 	August – June	<p>Continued investment in the Read Write Inc programme subscription and materials (including trainer support and annual development day). £3668.65 from PEF.</p> <p>Reading leader (P1-P3) to be given leadership time to support staff training and assessment of pupils.</p> <p>SfL teacher to oversee consistency of planning for reading interventions.</p> <p>Investment through PEF in:</p> <ul style="list-style-type: none"> GL assessments (£80) Boost Learning (Rising Stars) supporting reading home learning (£805.60) Accelerated reader to support personal reading from P4-P7 (£1210.50) PIRA assessment resources (£219.38) Nessy reading intervention resource (£247) Refresh in reading books for P4-P7 (£1400) Texthelp resource as an intervention tool (£133.28) 	
Increased learner engagement and ownership in writing.	<ul style="list-style-type: none"> All writing plans will link to contexts for learning 	<ul style="list-style-type: none"> Tie writing contexts to planned contexts for learning across the school Plan writing moderation activities across the school 	August – June	WTA time for moderation activities.	

	<ul style="list-style-type: none"> Consistent moderation evidence for writing across the school 			
Further develop targeted support for numeracy, particularly in P5.	<ul style="list-style-type: none"> A targeted increase of 10% of pupils working at the expected level in numeracy Targeted support planning will evidence interventions for targeted pupils 	<ul style="list-style-type: none"> Targeted support groups will be supported by Support for Learning teacher Additional PSA support will focus on numeracy interventions Acting PT (0.8) will support class teacher to deliver Maths Mastery approaches in P5 	August – June	<p>Acting PT (0.8) time to team teach and support P5 pupils with numeracy.</p> <p>SfL teacher time to target P5 pupils in numeracy.</p>
Development of shared approaches to teaching numeracy across the school will lead to increased attainment in numeracy.	<ul style="list-style-type: none"> Teacher confidence in CPA / Maths Mastery approaches will be increased by the end of the school year All planning will evidence Maths Mastery approaches Pupils will have an increased conceptual understanding of number, evidenced in assessment pieces End of year assessment data (PUMA and ACEL) will show increases in pupils working at or above their expected levels in numeracy 	<ul style="list-style-type: none"> Acting PT (0.8) will support staff development in Maths Mastery through CLPL, modelling and team-teaching Continued investment in Maths Mastery materials Use of PUMA and other data to support teachers with closing the gaps in numeracy 	August – June	<p>Acting PT (0.8) time to support and model Maths Mastery approaches across the school</p> <p>Investment in Maths Mastery materials (£1075.41) from PEF.</p> <p>Purchase of PUMA assessments from PEF (£333.80)</p>

Maintenance Plan – Please provide a high level overview of any maintenance work you will be undertaking to support the embedding of school improvement activity from previous years

Q1.3 Leadership of Change

- Pupil voice and leadership groups
- Continued focus on school values in action across the school
- Staff CLPL and support opportunities for delivery of RERC

Q2.3 Learning, Teaching & Assessment

- Continued development of classroom displays and the school environment in line with the agreed, recently refreshed policy
- Continued focus on use of learning intentions, success criteria and effective questioning in lessons
- Gathering of a range of assessment data in assessment folders

Q3.1 Ensuring Wellbeing, Equality & Inclusion

- Development of lodge space as a purposeful, planned play environment
- Partnership working with other RC school linked to the RERC curriculum and wider aspects of faith life in our school

Q3.2 Raising Attainment & Achievement

- Planned moderation events for literacy and numeracy in school
- Support for staff in reporting on attainment / achievement across all areas of the curriculum (through tracking meetings)
- Consistent feedback approaches in writing (kind, specific, helpful)