


School Information	
School/Establishment	St Mary's RC PS (Edin)
Head Teacher	Nicola Kehoe
Link QIEO	Marie Lyon

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><b>‘ Forward Together in Christ: we can, we will, together’</b>  <b># Growth # Resilience #Community</b></p>

<p><b>Vision:</b>  At St Mary's we are dedicated to educating our young people in an inclusive, stimulating and challenging environment preparing them for life-long learning. We will provide this in a secure, happy and welcoming environment where Christian and Catholic values are cherished and where staff, pupils and parents work in partnership to achieve common goals.</p> <p>To achieve this vision, it is essential that we develop a structured curriculum that ensures all children are provided with opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.</p> <p><b>Values:</b> wisdom, justice, compassion, integrity, love – are all gospel values. Our gospel values are at the heart of all we do. As a Catholic school we are committed to supporting the development of the whole pupil; spiritual, moral, social and cultural. Our school ethos, articulated in our school motto, 'Forward Together in Christ' gives the highest value to these aspects of development by providing an overall atmosphere that is both nurturing and challenging. Our Curriculum recognises the need to provide opportunities for the development of personal responsibility and these key human aspects of learning are supported through:</p> <ul style="list-style-type: none"> <li>• <i>Enriching the curriculum across the BGE with an emphasis on spiritual, moral, social and cultural development</i></li> <li>• <i>Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures of our pupils and to encourage them to appreciate and value the cultures of others</i></li> <li>• <i>Positive/Restorative behaviour approaches</i></li> <li>• <i>Arranging regular events of the school as a community and using such occasions to encourage and reinforce the values on which the school is based</i></li> <li>• <i>Ensuring that staff and adults within the school provide positive role models for pupils</i></li> <li>• <i>Having high aspirations for all pupils</i></li> <li>• <i>Using a, 'Growth Mindset' approach</i></li> <li>• <i>Key emphasis on the acquisition of literacy and numeracy skills</i></li> </ul>

Improvement Priority 1	
<b>Improvement Priority 1</b>	<b>Leadership of Change: developing 'play' across the school, embedding 'skills' across the curriculum/maintaining learning for sustainability programme</b>
<b>Person(s) Responsible</b>	<i>Who will be leading the improvement? Who will they collaborate with?</i> PT (O.1 authority funding) – <b>Sustainability</b> -maintain existing partnerships - 'Earth Calling', 'Hopetoun Crescent Gardens', establish new partnerships – CT collaboration, local community DHT (0.2 authority funding) – <b>Curriculum reform</b> – 'Play' - P1 & P2 staff collaboration
<b>Next Steps from Standard and Quality Report</b>	<ul style="list-style-type: none"> <li>Teacher reflections indicate the next area of focus in the Teachers' Charter will be 'Skills' – <b>Edin Learns CLPL</b></li> <li>Foster a culture of continuous improvement where all members of the school community feel empowered to contribute to positive change and how they are involved in decision making within the school – <b>communicate clearly, 'you said, we did' so that all parents feel involved in decision making.</b></li> <li>Further develop the school's vision and aims to incorporate importance of the expressive arts and to review the curriculum in terms of 'play' opportunities throughout the school – <b>curriculum review 0.2 authority support/termly collegiate planning</b></li> <li>Adapt curriculum rationale and curriculum diagram to reflect staff/parent/pupil views - HT</li> </ul>

HGIOS 4 QIs	NIF Priority
1.3 3.2 1.5 3.3 2.2 2.7 3.1	<ul style="list-style-type: none"> <li>Improving employability skills</li> <li>We will place the human rights and needs of every child and young person at the centre of education</li> </ul>

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		

<p>Pupils / staff /parents understand 'skills' and 'play' progression across the school Pupils can reflect on themselves in relation to school aims: growth, resilience, community</p> <p>All in community aware of sustainability learning and activity Reduction in food waste</p> <p>Pupils and parent feedback indicate consistency of experience in music/ art and OL</p> <p>Parents feel involved in decision making/know how their views have been acted on</p>	<ul style="list-style-type: none"> <li>• Edin Learns, 'Skills' CLPL</li> <li>• Review play opportunities/need for resources across the school:termly planning sessions – focus on 'play'/skills - CAT sessions x 6</li> <li>• Develop a 'DYW' room – identify relevant resources <b>PT/HT/CTs/Pupils</b></li> <li>• Maintain sustainability partnerships/activity – <b>PT/CTs/AC</b> – agree plan re reducing food waste</li> <li>• Termly planning focus on Exp Arts – partic plans for music and Art- <b>CTs</b>. Refer to new OL website</li> <li>• Highlight school activity in response to feedback on updates/newsletters</li> <li>• Continue HT report on improvement priorities - <b>HT</b></li> </ul>	<p>Pupil focus group discussions/parent feedback indicate understanding of skills being learned/used – enjoyment of planned 'play' activities is evident via learner engagement before/after surveys</p> <p>Pupils can discuss sustainability learning/importance of learning partic. re food waste</p> <p>Pupil focus group discussions</p> <p>Parent Survey – PFC feedback</p>	<p>In-Service training – Aug/revisit January</p> <p>Pupil surveys – Sept/Jan</p> <p>Laudato' Si focus – pupil meetings/ presentations at assembly</p> <p>Termly planning sessions – comments on end of term pupil evaluations</p> <p>PFC meetings</p>		
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<p>All staff know importance of being aware re potential young carers in our school</p> <p>Reps from across school community engaged in Equalities activity</p> <p>Improved staff wellbeing</p> <p>Identified pupils attend music therapy to improve engagement/school experience</p>	<p>Z o R displays in each class</p> <p>Young Carer training</p> <p>P7s lead pupil equity group- agree focus areas</p> <p>HT – re-engage with parent equality group – use info from pupils to work together</p> <p>Staff plan/agree activities</p> <p>SLT/Music student agree priority students</p>	<p>'move' if they need to</p> <p>Staff evaluations</p> <p>Pupil/parent feedback re awareness of any issues/action</p> <p>Staff feedback</p> <p>Pre/post surveys</p>	<p>3</p> <p>Oct In-Service</p> <p>Meetings – x 2 a term</p> <p>In-Service sessions</p> <p>Sept start</p>		
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<b>Improvement Priority 3</b>	<b>Raising attainment and achievement</b>
<b>Person(s) Responsible</b>	<p><b>Who will be leading the improvement? Who will they collaborate with?:</b></p> <ul style="list-style-type: none"> <li>• Digital Technology co-ordinator – CTs/HT</li> <li>• Learning Community HTs – TT collaboration</li> <li>• PTs in LC</li> <li>• L. H-collaborate with PT/CTs re library</li> <li>• HT – CTs – collegiate planning</li> </ul>
<b>Next Steps from Standard and Quality Report</b>	<ul style="list-style-type: none"> <li>• Continue to work towards gaining digital schools award - review provision across the school – <b>DL co-ordinating</b></li> <li>• Staff reflections on Teachers’ Charter indicate next focus area is, ‘Skills’</li> <li>• Learning Community will continue to review role of Transition Teacher to ensure any attainment gaps are addressed effectively – <b>LC HTs</b></li> <li>• PTs across learning community will meet to create good practice guide around planning for listening and talking – <b>LC PTs</b></li> <li>• Review arrangement of E’s &amp; O’s across- stages within each level – <b>August In-Service</b></li> <li>• Maintain effective planning with Transition Teacher – Learning Community HTs/ Transition teacher</li> <li>• Writing is a priority at Early and First Level – <b>DHT to meet staff to agree L &amp; T plans/support</b></li> <li>• Spelling and reading a priority in P2 - <b>DHT to meet staff to agree L &amp; T plans/support</b></li> <li>• Outdoor learning – consistency of experience across the school – <b>review curriculum at In-Set days</b></li> <li>• Improve consistency in quality of pupil discussions about their learning – knowing strengths and areas to improve – <b>focus group discussions with CTs and SLT – ongoing</b></li> <li>• Going forward re library we could <b>look at improving stock</b> in the other categories in particular Religion and Literature where not all the books on those subjects are being borrowed possibly due to age, not AR quizzed etc.</li> <li>• <b>A full review and stock check of Non-Fiction</b> to make sure all books are in the correct categories will allow us to make sure the pupils are finding the books they want.</li> <li>• <b>More accessible/appealing display in library for non -fiction will be useful in the future.</b></li> </ul>

<b>HGIOS 4 QIs</b>	<b>NIF Priority</b>	<b>Outcomes/ What are you going to improve?</b>	<b>Tasks/Interventions</b>	<b>How Will You Measure Impact?</b>	<b>Timescale(s)</b>	<b>Progress 1 (Jan)</b>	<b>Progress 2 (May)</b>
1.3 3.2 1.5 3.3 2.2 2.7 3.1	<ul style="list-style-type: none"> <li>• Improvement in attainment, partic in lit &amp; num</li> <li>• Closing the Gap between the most and least disadvantaged children</li> </ul>						

Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		
<p>Achieve digital schools award</p> <p>Pupils / staff /parents understand 'skills' and 'play' progression across the school</p> <p><b>Stretch aims:</b> <b>Numeracy:</b> Increase no. of classes with 80%on track by 2</p> <p><b>Writing:</b> increase no of classes with 85% on track by 3</p> <p><b>Reading:</b> reduce no. of, 'on watch' pupils by 6 'I' by 4, 'UI' by 1</p> <p><b>List &amp; Talk:</b> Increase no of classes with 85% on track by 3</p> <p>Improved attainment in writing at Early/First level and in spelling and reading at P2</p> <p>Improved play experiences and progression into P2</p> <p>Improved writing across First/Second level</p> <p>Maintain focus on improving reading for enjoyment partic. Non -fiction</p> <p>LC have shared understanding re</p>	<p>In-Service – Oct/staff meetings, planning sessions</p> <ul style="list-style-type: none"> <li>Edin Learns, 'Skills' CLPL</li> <li>Review play opportunities/need for resources/consistency of OL across the school:termly planning sessions – focus on 'play'/skills - CAT sessions x 6</li> </ul> <p>P1/P2 CATs – focus on planning play and planning improvements for literacy priorities in spelling and reading</p> <p>Cluster focus – improving writing across school x 2 CATs. Maintain planning with TT</p> <p>Review access to library as well as stock/displays of NF in partic.</p> <p>PTs in LC meet to create good practice guide/framework building on previous</p>	<p>Pre/post surveys- pupils/staff</p> <p>Pupil focus group discussions/parent feedback indicate understanding of skills being learned/used – enjoyment of planned 'play' activities is evident via learner engagement before/after surveys</p> <p>Attainment data – improved by end of session for identified pupils/classes</p> <p>Writing attainment data shows increase at First and Second Levels</p> <p>Loans data/pupil feedback</p> <p>Information gathered from cluster work in 22-23</p>	<p>Oct-Dec – end of May</p> <p>In-Service training – Aug/revisit January</p> <p>Pupil surveys – Sept/Jan</p> <p>Termly tracking meetings data- end of year assessments</p> <p>Termly tracking meetings – cluster sessions – Nov/Jan</p> <p>Termly analysis</p> <p>Aug-Dec</p>		

good practice in effective, meaningful L & T activities	session's work				
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