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**Quality Improvement Plan**

**2024-2025**

**SCHOOL: St Dominic’s RC Primary SEED: 5342821**

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| **Three Year Overview of Key School Priorities 2023-2026** | |
| 2023-2024 | * Improvement in Maths & Numeracy * Developing creativity through STEM * Development of 1+2 languages   *(Continued development in Health and Wellbeing -* All pupils will receive nurture, emotional health learning and develop skills in resilience) |
| 2024-2025 | * Improvement in literacy *(continuation from previous year improvement in maths & numeracy but with focus on literacy)* * Improvement in Digital Literacy & Computing Science *(Year 2 of developing creativity through STEM)* * Improvement in Health & Wellbeing |
| 2025-2026 | * Assessment & Moderation *(continuation from improvement in literacy and numeracy)* * Improvement in Technologies – craft, design & engineering, food and textiles *(Year 3 of developing creativity through STEM)* * Development of Religious education in Roman Catholic schools & diversity |
| LMG Priorities for 2023-2024   * Effective transition from Primary to Secondary   LMG Priorities for 2024-2025   * Working with LMG colleagues to track, assess and moderate CfE levels to ensure we are in line with our Virtual Comparators | |
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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | | | | | | |
| **Key Priority One:** Improvement in Literacy & English  **Rationale:** Self-evaluation identified pedagogy in literacy for improvement, average attainment across whole school in literacy has either remained the same (listening & talking) or decreased slightly over the past 3 years, current predictions show lower than usual attainment in writing for P7 next session | | | | | | | | |
| **Overall Aim: By June 2025, attainment in literacy will increase by at least 3% across the school** | | | | | | | | |
| **NIF Priority(***Highlight)***:**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | **NIF Drivers** *(Highlight)***:**   * *School & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment* * *School & ELC improvement* * *Performance information* | | **HGIOS4 QIs**(*Highlight*) **:** | | | |
| * 1. *Self-evaluation for self-improvement*   2. *Leadership of learning*   3. *Leadership of change*   4. *Leadership & management of staff*   5. *Management of resources to promote equity* | | * 1. *Safeguarding & child*   *Protection*   * 1. *Curriculum*   2. *Learning, teaching & assessment*   3. *Personalised support*   4. *Family learning*   5. *Transitions*   6. *Partnerships* | *3.1 Ensuring wellbeing,*  *Equality & inclusion*  *3.2 Raising attainment*  *3.3 Increasing creativity*  *& employability* |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress and Impact** |
| By June 2025, 80% of pupils in P7 will achieve Second Level in writing | 13% more pupils in P7 will achieve Second Level in writing than currently predicted. | Implement a range of learning, teaching & assessment strategies  Collegiate sessions for training & sharing effective practice  Moderation activities to further develop shared understanding of achievement of a level  Staff undertaking training to share strategies with support staff  Support staff deployed to focus on reading and writing skills (PEF spend)  Consultation with school community to update learning and teaching policy | | * Tracking & attainment data * SNSA data | | * P7 class teachers * Mrs Thornber * Pupil support staff | * QA monitoring calendar * Staff discussions at collegiate sessions * Termly tracking & monitoring meetings * Termly planning meetings |  |
| By June 2025, 85% of pupils in P7 will achieve Second Level in reading | % more pupils in P7 will achieve Second Level in reading than currently predicted. | * Tracking & attainment data * SNSA data | | * P7 class teachers * Mrs Thornber * Pupil support staff |  |
| By June 2025, 94% of learners in P4 will achieve First Level in reading and writing | Pupils who had previously been predicted to achieve First Level by end of P4 will achieve despite concerns being raised that 28% of these learners are not currently on track | * Tracking & attainment data * SNSA data | | * Mrs Thornber * P4 teachers * Pupil support staff | * QA monitoring calendar * Staff discussions at collegiate sessions * Termly tracking & monitoring meetings * Termly planning meetings |  |

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| **Key Priority Two:**  Improvement in Digital Literacy & Computing  **Rationale:** Identified through self-evaluation and building on previous STEM improvements | | | | | | | | |
| **Overall Aim: By June 2025, learner experiences and skills in digital literacy and computing science will increase** | | | | | | | | |
| **NIF Priority(***Highlight)***:**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | **NIF Drivers** *(Highlight)***:**   * ***S****chool & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment* * *School & ELC improvement* * *Performance information* | | **HGIOS4 QIs**(*Highlight*) **:** | | | |
| * 1. *Self-evaluation for self-improvement*   2. *Leadership of learning*   3. *Leadership of change*   4. *Leadership & management of staff*   *1.5 Management of resources to promote equity* | | * 1. *Safeguarding & child*   *Protection*   * 1. *Curriculum*   2. *Learning, teaching & assessment*   3. *Personalised support*   4. *Family learning*   5. *Transitions*   6. *Partnerships* | *3.1 Ensuring wellbeing,*  *Equality & inclusion*  *3.2 Raising attainment*  *3.3 Increasing creativity*  *& employability* |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress & Impact** |
| From August 2024, all teaching staff will embed new Perth & Kinross Technologies Progression Frameworks | Pupils across the school will develop up-to-date technologies skills in a progressive manner  Staff confidence in teaching skills in technologies will increase | Collegiate activity to introduce and explore Perth & Kinross Technologies Progression Frameworks  Staff to identify areas of strength and where support may be required. Develop staff CLPL plan drawing on existing strengths/effective practice and CLPL offers from PKC. | | Data gathered from routine monitoring of learning and teaching, including yearly and termly planning.  Staff PRD and professional update  Staff feedback and contributions to self-evaluation activities.  Pupil and parent feedback gathered through questionnaires, citizenship groups and parent focus groups.  Class assessment information and evidence from pupil learning profiles | | Mrs Brogan (PT)  All class teachers  All support staff | * QA monitoring calendar * Staff discussions at collegiate sessions * Termly planning meetings * Staff PRD |  |
| By June 2025, all learners will have received further opportunities to develop skills using a wider range of digital technologies | Pupils will all have experience of using a green screen with video recording/editing software  Learners will further increase their computing programming skills in a progressive ways using Sphero and/or Micro:bits  All learners will be able to access school devices independently using their own username and password | Mrs Brogan to deliver staff training on use of green screen and software  Digital leaders to support use of green screen and software in all classes  Staff to undertake further training and collegiate working on Sphero and Micro: bits – Mrs Brogan to lead and direct staff to videos, webinars and ‘code along’ activities online  Digital leaders to support learners across the school to access devices independently | | Mrs Brogan (PT)  All class teachers  All support staff |  |
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| **Key Priority Three: Improvement in Health & Wellbeing**  **Rationale: Identified through self-evaluation activities** | | | | | | | | |
| **Overall Aim: For all learners’ sense of wellbeing to improve by June 2025** | | | | | | | | |
| **NIF Priority(***Highlight)***:**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | **NIF Drivers** *(Highlight)***:**   * ***S****chool & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment* * *School & ELC improvement* * *Performance information* | | **HGIOS4 QIs**(*Highlight*) **:** | | | |
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| By June 2025, all staff will have engaged in Year 1 of PKC Nurturing Relationships programme | There will be an improvement in pupil resilience  Staff understanding and confidence in nurturing relationships will increase  Staff will further develop confidence and skills in use of Circle Framework for Inclusive Practice | Staff to attend training as per programme  Staff to work collaboratively to develop action plan | | Staff evaluations and discussions  Feedback from parents and learners  Use of Circle Framework in class planning and CYPPs | | All class teachers | QA monitoring calendar  Collegiate meetings and discussions with staff  Termly tracking & planning meetings |  |
| By April 2025, learners across the school will demonstrate an increase in self-regulation skills | More pupils will demonstrate the ability to self-regulate  Some pupils will begin to show some self-regulations skills on more occasions  There will be a decrease in the number of incidents of distressed and/or challenging behaviour | Mrs Kaminski to lead collegiate/in-service sessions with teaching and support staff from PKC self-regulation training  Staff will agree on action to be taken forward from sessions | | Staff evaluations and discussions  Feedback from parents and learners  SEEMIS data (pastoral)  Data from Dash | | Mrs Kaminski  All class teachers and pupil support staff | QA monitoring calendar  Collegiate meetings and discussions with staff  Termly tracking meetings |  |
| By April 2025, restorative approaches will be used consistently by all staff across the school | Staff will consistently use ‘3 bubble’ model to engage in restorative conversations with pupils  Pupils’ ability to discuss and find solutions to incidents will improve  Pupils will develop more ownership for behaviour  There will be less incidents involving pupils behaviour referred to SLT | Mrs Brogan will give updated restorative practices training on in-service day  Staff will agree on actions to take forward from the training and timescales | | Staff evaluations and discussions  Feedback from parents and learners  SEEMIS data (pastoral)  Data from Dash | | Mrs Brogan  All teaching and support staff | QA monitoring calendar  Collegiate meetings and discussions with staff  Termly tracking meetings |  |