

SAINT JOSEPH'S PS SCHOOL IMPROVEMENT PLAN

2024 / 2025



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

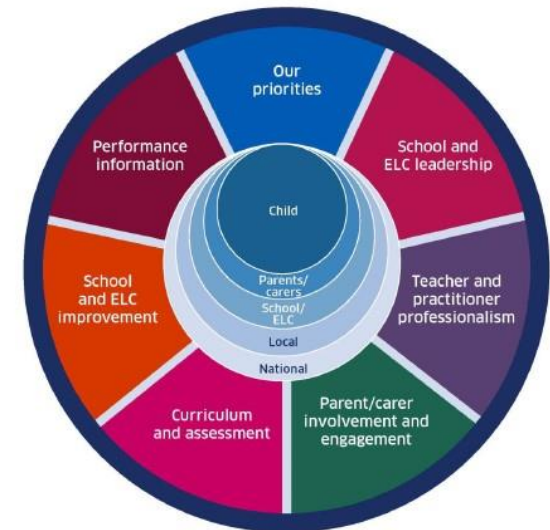
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

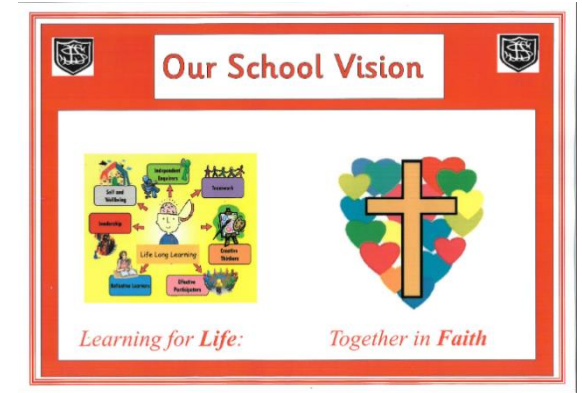
Relevance

Values



Our School Vision

*Learning for **Life**: Together in **Faith***



Our Values

Kindness Honesty Respect
Love Creativity Resilience



Courage

Relationships

Relevance

Values

Our School Aims

1. **Learning and Teaching:** We strive to create a safe, enjoyable and challenging learning environment where our children feel nurtured and excited by learning in all curricular areas. We provide personalised support for all learners taking into account learning styles, additional support needs and accelerated learning pathways.
2. **Vision and Leadership:** We strive to follow our shared vision, lead by example and model effective, distributive leadership at all levels to cultivate a culture of pupil and staff empowerment.
3. **Partnership:** We strive to work effectively in partnership within the school, home and with partner agencies and wider community to empower our learners and improve outcomes for all.
4. **People:** We strive to work collaboratively together as a community to develop and sustain an agile culture of learning through positive relationships and the delivery of exciting, progressive and relevant learning experiences which nurture skills for life long learning.
5. **Culture and Ethos:** We strive to promote an ethos based upon our Gospel Values and our shared commitment to equity for all. Our school values are embedded in all aspects of school and community life and underpin our school Positive Relationship Policy, which was refreshed last session with input from all stakeholders.



Courage

Relationships

Relevance

Values

Curriculum Rationale

Please access the St. Joseph's PS Curriculum Rationale at:
<https://stjosephsprimaryinlithgow.westlothian.org.uk/article/15303/School-Documents>

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Learning for Life: Together in Faith

Literacy and English
 Our plan to support the delivery of high-quality learning, teaching and assessment in Literacy and English

Numeracy & Mathematics
 Our plan to support the delivery of high-quality learning, teaching and assessment in Numeracy & Maths

Health and Wellbeing Recovery
 "IT'S OK NOT TO BE OK"

EdPsychInsight

COURAGE **RELATIONSHIPS** **RELEVANCE** **VALUES**

Courage

Relationships

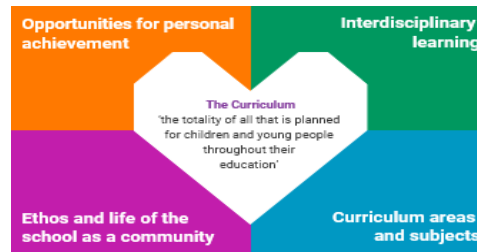
Relevance

Values



P7 Leadership Team with action plan who deliver Assemblies, lead pupil participation groups and lunch time clubs.
 P7 leading learning through Masterclass programme.
 Opportunities for leadership across P1-7 through participation groups linked to SIP priorities.
 Achievement Assemblies and Wall of Fame established to celebrate pupil successes.
 Pupil profiles that showcase achievements both in and out of school.
 Regular school and class newsletter SWAYs shared to celebrate pupil successes.
 Weekly class posts on school blog, app and twitter
 Hot chocolate Friday and Golden tickets used to celebrate success with SLT
 Wide range of after school club opportunities developed following pupil feedback.
 Regular opportunities for pupil learning conversations and wellbeing check ins.

Parents as partners – Cake and Curriculum sessions, Stay, Play & Learn sessions, Joseph's Journey opportunities, Parental Consultations, Family Learning opportunities, fortnightly newsletters, E surveys and Twitter.
 Positive Relationships Policy Re-explored in 2022.
 Strong links and participation with Parish Family through Sacramental Programme and charity work.
 Pupil leadership committees operating across our school community, impacting positively on our improvement journey.
 Effective partnerships developed with local organisations, businesses and charities to support authentic pupil leadership opportunities.
 Pupils actively involved in creating ethos, culture and priorities of new Sinclair Cluster



Outdoor learning opportunities embedded to extend and promote learning.
 Digital learning opportunities embedded across the curriculum and used as an effective home school link using TEAMS & SEESAW.
 Meaningful and relevant links to developing the young workforce and high aspirations for all evident in curricular planning and learning experiences.
 STEM action plan used as a road map to promote exciting STEM learning experiences through Young Stem Leaders Programme.
 Staff working collegiately to develop Project based learning approaches that are relevant to the interests, skills and aspirations of our learners.
 Strategic development of the IDL curriculum with pupils empowered to influence planning and learning experiences.

High quality learning experiences being consistently delivered.
 A collegiate approach to planning to ensure consistency and progression through moderation and assessment.
 Embedding motivating and challenging Literacy and Numeracy experiences.
 A wide range of assessment tools and strategies used to gather evidence about a child's progress in learning and establish clear next steps.
 Continue to develop our curriculum to ensure it is meeting the needs of our learners and community through collaborative, research based professional enquiry.



Courage

Relationships

Relevance

Values

Learning Re-explored through the four Contexts at St Joseph's 2024-25

Opportunities for personal achievement

Interdisciplinary Learning

The Curriculum: 'the totality of all that is planned for children and young people throughout their education' #learningforlife

Ethos and life of the school as a community

Curriculum areas and subjects



Courage

Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2023/24 that informs School Improvement Plan 2024/25

Background

At the heart of our school's approach is having the highest belief and expectations for every learner. The school had a positive validation of its work by WLC in 2017. The VSE team identified the following key strengths: High quality learning and teaching and a staff team who have a clear understanding of the schools strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learners parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philipstoun and Bridgend. The school role is currently 109 incorporating a 6 class structure in the session . The school currently sits in Decile 9 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 9.72% of the school role with 12.4% of our pupils being supported by a school clothing grant. The Head Teacher is supported by a Principal Teacher who has one day out of class per week to undertake management responsibilities. In addition, there are 5 class teachers and a Support for Learning Teacher who has two full days allocated to Support for Learning. The school benefits from a P.E. Teacher, Brass Specialist, 3 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community. Attainment in St. Joseph's has remained consistently high post covid with pupils continuing to make very good progress showing great resilience and agility in their learning. A number of effective interventions are in place to support our pupils and have shown a positive impact on learners. Regular Excellence and Equity tracking meetings ensure that interventions are well planned and delivered to close any learning gaps. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. In the most recent session 2023/24 the school achieved reaccreditation for the Gold Sports award in recognition of its commitment to sport and fitness across the school community. We also achieved reaccreditation for our Eco schools Award where our excellent practice in growing food for our local foodbank and our sustainable Christmas school Fayre enterprise projects were particularly highlighted. We have also submitted our evidence to attain Gold Reading status and Gold Rights Respecting award and are awaiting the outcome of these assessments following the successful delivery of our action plans this session. The community of Linlithgow and our parents and carers are very proud of their school and we will continue to work in partnership with a range of stakeholders from our local community and beyond to ensure that our young people are given varied opportunities to develop skills for learning, life and work.



Courage

Relationships

Relevance

Values

Data

Our school values and utilises its data to inform improvements and interventions needed for our learners. Our data shows that overall, attainment in literacy and numeracy is consistently very good with over 85% of pupils in almost all classes attaining appropriate CfE levels in listening, talking, reading and writing. The school has continued to review and refine its learning pathways across literacy and has observed that despite interventions and the introduction of a whole school approach there is still further scope to develop the writing curriculum, to take into account the individual needs of learners within classes across the school. Our data indicates that tailored interventions at particular stages of the school are required to maintain a consistent focus of developing children's understanding of number and number processes, particularly this session at P5 and this will continue into P6. At first level our data suggests that a small group of children will require ongoing support with their ongoing vocabulary development and phonetical awareness to further promote their literacy skills and listening and talking abilities to ensure they remain on track.

Our learners through self-reporting and teacher tracking showing high levels of wellbeing across the wellbeing indicators and our now embedded one trusted adult approach and learning conversations help us to support any dips in wellbeing. Our engagement levels remain high with pupils showing strong digital skills and an increased agility in their learning applying skills across the curriculum again as evidenced below. Within our Pupil Ethos Survey, most pupils reported positively about the work of the school with 100% of pupils reporting feel safe and 98% of learners having a One Trusted Adult to support them which demonstrated significant improvement in this targeted area. 91% of pupils also reported that staff regularly set targets with them and talk to them about how to improve their learning showcasing the success of our regular learning conversations and profiling opportunities as well as the power of effective teacher feedback which again had been an action point for us last session. 94% of our learners reported that costs associated with the school day do not prevent their participation in activities and is reflective of the school's approaches to promoting equity for all. Although all responses are well above the WL response rate we will aim this year to target our lowest pupil response rate around the effectiveness of the school in dealing with bullying which at 87% was considerably lower than other categories in the survey despite the refresh of our Relationships policy and our Health and wellbeing mini champs launching their anti-bullying code this session. This response rate was however 4% better than the previous year and 20% above the WL response rate.

Engagement	Reading	Writing	Listening & Talking	Numeracy	Maths
Green	94.49%	92.66%	93.57%	97.24%	97.24%
Amber	4.59%	6.42%	5.51%	1.84%	1.84%
Red	0.92%	0.92%	0.92%	0.92%	0.92%



Courage

Relationships

Relevance

Values

Participation across the 4 Arenas	Learning, Teaching & Assessment (LTA)	Opportunities For Personal Achievement (OPA)	Decision-Making Groups (DMG)	Wider Community (WC)
Green	95.41%	100%	93.6%	99.08%
Amber	4.59%	0	6.4%	0.92%
Red	0	0	0	0
No Rating Given	0	0	0	0

What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our school is committed to closing attainment gaps and adding value to every child's learning journey. Our identified children experience gaps in their learning due to specific learning barriers and ASN's. Our target groups will be for identified children who experience barriers in literacy and numeracy due to identified and diagnosed ASN's. Our school data also shows that the percentage of pupils with an identified diagnosis or barrier to learning is higher than that of the Local Authority figure. This particularly refers to children with a diagnosis of ASD, dyslexia and social and emotional behavioural difficulties identified in P5 and P6. These children often require increased support to regulate their emotions and readiness to learn. There is no identifiable poverty related attainment gap within the school with almost all PEF pupils on track with their learning. Writing remains our lowest attaining curricular area across the school and will be a continued focus in our improvement journey this session as well Reading particularly in P3, P5 and P6. Pupils enjoyment in Numeracy and Maths will be a focus area for us this year with targeted additional supports in numerical fluency in P6 in particular.

Summary/overview of proposal & non-negotiable outcomes

Relationships with children and their families remain central to our plan; we know our learners and work in partnership with them and their families to raise aspirations, confidence and remove potential barriers through a culture of kindness and compassion. We have an identified Pupil Support Worker (PSW) to provide focussed literacy and numeracy interventions across all classes to provided additional support in Literacy and Numeracy. The CT, SFL Teacher and PSW will focus on small target groups of identified children who have not yet reached the expected level in line with National Expectations. This will involve support for learning work, targeted supports in spelling, phonological awareness, acquisition of reading skills and Numeracy Interventions. Additional measures will also be implemented to support pupil health and wellbeing such as small group nurture setting, mindfulness approaches and outdoor learning sessions. All staff were trained in Trauma informed Practice and Zones of Regulation this session to ensure that pupils feel supported and ready to learn.



Courage

Relationships

Relevance

Values

Curriculum for Excellence Levels 2023-24 – Achievement of expected level at P1, P4 and P7

Primary 1	Session 20-21	Session 21-22	Session 22-23	Session 23-24
Reading	91.67%	100%	100%	100%
Writing	83.33%	100%	100%	100%
L & T	83.33%	100%	100%	100%
Numeracy	91.67%	100%	100%	100%

Primary 4	Session 20-21	Session 21-22	Session 22-23	Session 23-24
Reading	95.24%	92.31%	80.77%	92.31%
Writing	85.71%	92.31%	76.92%	92.31%
L & T	100%	100%	92.31%	100%
Numeracy	95.24%	84.62%	80.77%	92.31%

Primary 7	Session 20-21	Session 21 - 22	Session 22-23	Session 23-24
Reading	86.96%	100%	100%	100%
Writing	82.61%	93.75%	100%	95%
L & T	86.96%	100%	100%	100%
Numeracy	86.96%	93.75%	93.33%	100%

Summary of Attainment Data for 2023/24:

- All children in P1 are on track with all elements of literacy.
- Almost all children in P4 & P7 are on track with all elements of literacy.
- All children (2 pupils) not on track within P4 & P7 have identified additional support needs that negatively impacts their readiness to learn and have additional interventions in place to support this.
- Listening and Talking levels are above 100% in P1/4/7
- Interventions in Writing have supported improvements in attainment but this remains our lowest performing curricular area in P4 and P7 & will continue to be a target area next session.
- All pupils in P1 & P7 are on track with Numeracy. Almost all pupils in P4 have achieved expected levels in Numeracy but this will remain a target area in P5 as they move forward next session to further support confidence & enjoyment.

Identified Gaps for session 2024/25

- Targeted interventions for identified pupils in Reading for pupils in P4/P5/P6 next session
- Writing attainment remains a targeted area for improvement in P5/P6 as we continue to embed genre skills. PSW support will be timetabled to support this.
- Numeracy interventions are planned to improve numerical fluency for identified learners in P3, P5, P6 & P7. Learners surveys indicate that Maths is the least enjoyed part of our curriculum and we aim to improve learners confidence & enjoyment.
- Pupils who are not on track at each level represent Q2-5 with our Q2 learners performing well.
- Tailored programmes of work to continue for pupils with complex additional support needs in P6 using a miles-stone curriculum pathway.
- Significant groups of pupils across our school exceed expected levels of attainment and need challenge activities to stretch and extend their skills.

Saint Joseph's Primary - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>To further develop pupil confidence is assessing and communicating information regarding own wellbeing and their rights.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>HWB/Equity Champion – Catherine McGuigan PE Champion – Kerrie Anne Scott</p> <ul style="list-style-type: none"> Continue to embed the UNCRC across the curriculum through Assemblies, displays and project based learning following Gold accreditation Train pupils leaders in restorative practice so that they can become peer mediators Re-visit the Resilience Assembly programme to support pupil wellbeing and readiness to learn. Harvest Shine data from P6 & P7 pupils and use this to inform our Assembly programme for session Staff will continue to be trained in Trauma informed Practice to enable them to support the emotional needs of learners through e-modules, Mini champs to refresh wellbeing corners in all classrooms and Snug with appropriate supports to encourage self-regulation of learners. Embed our newly launched positive relationship policy & whole school approach to zones of regulation to support learners Continue to develop our approach to food technologies to ensure that learners have an increased understanding of the importance of a healthy diet. Continue to use attendance & engagement tracking data to support learners and families and develop a suite of resources to support this. Further promote our new staff HWB padlet to promote staff self-care & spiritual wellbeing through a staff retreat Develop a programme of Family learning opportunities to support the emotional, mental and physical wellbeing of pupils 	<p>Ongoing</p> <p>June 2025</p> <p>April 2025</p> <p>Sept 2024</p> <p>Ongoing</p> <p>Oct 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>April 2025</p>	<ul style="list-style-type: none"> Almost all children (90% or above) are able to accurately self-report using the WLC wellbeing tracker with most teacher judgements matching pupil self-reporting. Pupils will demonstrate their improved emotional literacy and resilience through one trusted adult conversations, check ins & learning conversations Observed improved resilience of learners when faced with challenges in learning/friendships Increased staff confidence in supporting pupils mental health and wellbeing through ZOR Shared language between staff team and development of shared visible consistencies and restorative approaches Almost all pupils track green across the 4 participation arenas Parental/pupil Questionnaires used to provide feedback on family learning priorities Participatory budgeting presentation & voting Pupils and our community can talk about Rights and are aware of Class Charters, Right of the Week, RRS Committee and our campaign focus for session 2024/25 Almost all staff report positively in response to staff wellbeing questionnaires and can find appropriate sources of wellbeing support for themselves and colleagues.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To further embed the WLC Literacy strategy by developing a culture of reading & writing across the school supported by improved pedagogy.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Literacy Champion – Alison Taylor</p> <ul style="list-style-type: none"> To review teaching approaches to listening & talking to ensure skills development across the school and to agree assessment strategies for listening and talking through professional dialogue Continue to embed teaching approaches and assessment and moderation of reading & writing using the 4 contexts of learning to engage learners. 	<p>Sept - March 2025</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Meeting stretch aims and above in reading, writing and numeracy at every stage through excellent learning and teaching and targeted interventions for those not on track. Increased number of pupils attaining second level literacy & numeracy skills before transitioning to secondary school An increased number of pupils will be engaged in writing experiences across a



Courage

Relationships

Relevance

Values

<p>To develop increased staff confidence in planning and delivering progressive numeracy and mathematical experiences through the development of improved shared pedagogy which will nurture pupil love and enjoyment for Maths & Numeracy</p>		<ul style="list-style-type: none"> To embed & evaluate the effectiveness of our approaches to spelling and the progression of learners across the school through the use of synthetic phonics across all stages. Continue to embed our positive reading culture following our Gold accreditation by engaging with parents and other community partners and refreshing class library spaces. To embed the use of literacy Bump it up Walls & learning walls in classrooms to showcase progression and achievement. <p>.Numeracy Champion – Carol Grant</p> <ul style="list-style-type: none"> All staff to engage in cluster professional learning, reading and dialogue around Building Thinking Classrooms approaches by Peter Lijedahal and Teaching Sprints by Simon Breakspear to promote Mathematical thinking and enjoyment within their classrooms. Staff to develop skills in planning high quality learner experiences with cluster colleagues to apply mathematical skills to Problem Solving activities by embedding Higher Order Thinking Skills and cooperative learning in task design using hinge questions Staff will develop practitioner enquiries to support meaningful change in pedagogy through supportive peer dialogue To continue to embed the consistent use of Number Talks and Count on us strategies across the school to further develop pupil confidence in articulating strategies & numerical fluency Staff to develop a progressive whole school approach to support the development of mental Maths skills & numerical fluency through regular retrieval practise Staff will continue to work collegiately using baseline assessment information in Maths & Numeracy to plan effective learning episodes to close any learner gaps 	<p>Ongoing</p> <p>Sept 2024</p> <p>Aug- June 2025</p> <p>Aug- June 2025</p> <p>March 2025</p> <p>Ongoing</p> <p>March 2025</p> <p>Ongoing</p>	<p>range of genres & are able to use feedback to improve</p> <ul style="list-style-type: none"> Ongoing Moderation activities demonstrate growing staff confidence in using core and genre Writing targets & achievement of a level Quality assurance visits pupils would be able to talk confidently about reading comprehension strategies. <ul style="list-style-type: none"> Pupil & staff survey evidence pre and post implementation of approaches demonstrate improved pupil enjoyment and engagement in Maths and teacher confidence in using approaches. Staff feedback from practitioner enquiries & professional reading around Building Thinking Classroom approaches. Almost all pupils will be able to communicate their mathematical thinking in number talks sessions and apply this numerical fluency to problem solve. All learners will experience high quality learning & teaching in Numeracy which will be validated by peer, SLT & cluster heads QI visits. Self and peer assessments in jotters and learning conversations will demonstrate an improved pupil understanding of their targets and next steps in mathematical learning.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Provide targeted interventions for identified pupils across the school. Ensure that attainment remains above 85% for all pupils.</p>	<ul style="list-style-type: none"> ☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information <p>support identified pupils across the school.</p>	<p>Equity Champion – Laura Farrell</p> <ul style="list-style-type: none"> See PEF plan* Use tracking and monitoring, professional dialogue and learner conversations to build knowledge and awareness of 'gaps' for identified pupils and tailor interventions to provide progression in learning. PSW and SFL teacher support focus groups in Literacy and Numeracy Staff team to evaluate school's approaches to reducing cost of the school day & develop Equity statement & action plan Continue to explore additional support needs through Assembly programme to support pupil understanding of equity 	<p>Sept 2023 & then ongoing</p> <p>Ongoing</p> <p>Sept 2023</p>	<ul style="list-style-type: none"> Baseline assessments information August 2024 and action plans for groups/individuals Daily Wellbeing check ins for all and targeted soft start for identified learners to ensure readiness to learn Pupil learning/one –trusted adult conversations to support fluctuations in pupil wellbeing Parental feedback and engagement in IEP & CPM process Termly E & E Information and actions



Courage

Relationships

Relevance

Values

				<ul style="list-style-type: none"> Re-evaluation of policy surrounding reducing the cost of the school day/refreshed equity statement.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To improve and develop digital literacy skills for staff and learners to enable a more agile and blended approach to learning</p> <p>To continue to develop pupil's skill development across the curriculum</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>Digital & STEM Champion – Jade Telfer</p> <ul style="list-style-type: none"> To roll out a digital format for pupil profiling to support our agile learning culture & pupil progress following successful P4 trial To continue to improve the digital skills confidence and capacity of all staff and pupils through targeted CLPL sessions and pupil Masterclasses. To continue to improve the range of digital tools and resources available to learners to support the development of their digital skills. To embed STEM learning through our participation in Project Based Learning and the embedding of Young Stem leaders programme <p>Other Priorities:</p> <p>Developing the Young Workforce Champion – Eleanor Lawton</p> <ul style="list-style-type: none"> Pupils to explore Meta skills and their application to their learning. Staff to review IDL learning approaches to incorporate project based learning which would create more opportunities for personalisation and choice All pupils to continue to explore different careers through a careers fayre & visits. Further link Pupil participation groups & leadership roles to the school's improvement agenda so that pupils voice can positively impact the journey of the school To further develop a programme of family learning opportunities informed by learners and their parents (Survey information June 2024 used to shape this) To further embed learning for sustainability across the curriculum by using outdoor spaces, our outdoor classroom and the local community To continue to develop pupil awareness of social justice through catholic social teaching 	<p>Oct 2024</p> <p>Aug- June 2025</p> <p>Jan 2025</p> <p>Aug- June 2025</p> <p>Aug-April 2025</p> <p>Dec 2024 Feb 2025</p> <p>Ongoing</p> <p>June 2024</p> <p>Ongoing</p> <p>Dec 2024</p>	<ul style="list-style-type: none"> All pupils can add to their digital profile to showcase latest and best work All pupils are able to access learning using digital platforms in TEAMS (P4-7) and Seesaw (P1-3) and can use them to showcase learning successes Almost all pupils can name the digital skill that they are developing and can explain how they can use that skill in the future Surveys and focus groups highlight learners are more confident, innovative and responsible in their use of technologies. Pupil. Staff & parental feedback on digital profiling formats. Classroom observations of pupil engagement in learning which demonstrates STEM/STEAM centred activities (teacher planning/curriculum rationale) Increased pupil awareness of meta- skills High levels of parental engagement with family learning events. Tracking levels in participation show improved levels of pupil engagement Staff /pupil questionnaires Staff/pupil dialogue to create pupil committee action plans DYW skills framework evident in classrooms and through quality assurance visits



Courage

Relationships

Relevance

Values



Courage

Relationships

Relevance

Values