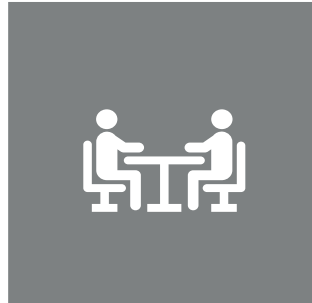




Improving Lives Together  
Ambition | Compassion | Integrity



# Quality Improvement Plan 2023-2024

SCHOOL: St Dominic's RC Primary

SEED: 5342821



### Empowering Relationships, Building Foundations for Learning

- Foster **meaningful partnerships** with our **parents and carers**
- Actively promote links with our **community and parish family**
- Develop well mannered individuals through an emphasis on **mutual respect, patience and forgiveness**

### Developing Our Community of Faith, Improving Learning

- Develop **spiritual growth** with an emphasis on the teachings of **Jesus Christ**
- Develop our **Christian values** through **personal example**
- Hold in high regard the **rights, dignity, worth and individuality of all** for a multi-cultural and inclusive world

### LEARNING

We aim to provide our children with:

- an **excellent curriculum** that is **fit for the 21<sup>st</sup> century** which is **creative, investigative and innovative**
- a **stimulating and encouraging environment** where **everyone achieves their potential**
- opportunities for **developing skills for learning, work and life; problem solving, leadership, working with others, enterprise, ICT, literacy, numeracy and health and wellbeing skills.**

### Improving Health, Improving Learning

- Provide a range of health and wellbeing opportunities to enable children, parents, staff and the wider community to achieve their **full potential**
- Ensure we take a **whole school approach** - involving children, parents, staff, outside agencies, specialist staff and the wider community

### Developing Citizenship, Improving Learning

- Develop **confidence and self-esteem** through a range of opportunities, including through **Citizenship and Learning Communities**
- Development of **entrepreneurial citizens** who can approach problem solving with confidence
- Develop and sustain **duties and responsibilities of responsible citizenship**
- Take **thoughtful and responsible action**, locally and globally

## Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> <li>• Improvement in Maths &amp; Numeracy</li> <li>• Developing creativity through STEM</li> <li>• Development of 1+2 languages</li> </ul> <p><i>(Continued development in Health and Wellbeing - All pupils will receive nurture, emotional health learning and develop skills in resilience)</i></p>
2024-2025	<ul style="list-style-type: none"> <li>• Improvement in literacy <i>(continuation from previous year improvement in maths &amp; numeracy but with focus on literacy)</i></li> <li>• Improvement in Digital Literacy &amp; Computing Science <i>(Year 2 of developing creativity through STEM)</i></li> <li>• Development of Religious education in Roman Catholic schools &amp; diversity</li> </ul>
2025-2026	<ul style="list-style-type: none"> <li>• Assessment &amp; Moderation <i>(continuation from improvement in literacy and numeracy)</i></li> <li>• Improvement in Technologies – craft, design &amp; engineering, food and textiles <i>(Year 3 of developing creativity through STEM)</i></li> <li>• Improvement in Health &amp; Wellbeing</li> </ul>
<p>LMG Priorities for 2023-2024</p> <ul style="list-style-type: none"> <li>• Effective transition from Primary to Secondary</li> </ul>	

## 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 Maths & Numeracy

**Rationale:** Self-evaluation identified play & learning/active maths pedagogy for improvement, attainment for learners in P4 achieving First Level has decreased from their attainment of Early Level at P1

**Overall Aim:** By June 2024, attainment in Maths & Numeracy will increase by 5% to 10% 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) :

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership &amp; management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul> | <ul style="list-style-type: none"> <li>1.1 Safeguarding &amp; child Protection</li> <li>1.2 Curriculum</li> <li>1.3 Learning, teaching &amp; assessment</li> <li>1.4 Personalised support</li> <li>1.5 Family learning</li> <li>1.6 Transitions</li> <li>1.7 Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, Equality &amp; inclusion</li> <li>3.2 Raising attainment</li> <li>3.3 Increasing creativity &amp; employability</li> </ul> |
|---|--|---|

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
By June 2024, 90% of pupils in P4 will achieve First Level in Maths & Numeracy	10% more pupils in P4 will achieve First Level in Maths & Numeracy than currently predicted.	Implement a range of learning, teaching & assessment strategies  Collegiate sessions for training & sharing effective practice	<ul style="list-style-type: none"> <li>Tracking &amp; attainment data</li> <li>SNSA data</li> </ul>	<ul style="list-style-type: none"> <li>P4 class teachers</li> <li>Mrs Thornber (numeracy lead)</li> <li>Pupil support staff</li> </ul>	<ul style="list-style-type: none"> <li>Termly tracking meetings with HT/PT</li> <li>QA monitoring calendar</li> </ul>	
By June 2024, 80% of pupils in P7 will achieve Second Level in Maths & Numeracy	5% more pupils in P7 will achieve Second Level in Maths & Numeracy than currently predicted.	Moderation activities to further develop shared understanding of achievement of a level	<ul style="list-style-type: none"> <li>Tracking &amp; attainment data</li> <li>SNSA data</li> </ul>	<ul style="list-style-type: none"> <li>P7 class teacher</li> <li>Mrs Thornber (numeracy lead)</li> <li>Pupil support staff</li> </ul>		

<p>By June 2024, all class teachers will have participated in PKC Numeracy Schools: Improving Learning &amp; Teaching Programme</p>	<p>Better awareness of highly effective L,T &amp; A in numeracy and mathematics</p> <ul style="list-style-type: none"> <li>• Increased confidence in L,T &amp; A in numeracy and mathematics</li> <li>• Better awareness of support/increased awareness of resources to support L,T &amp; A</li> <li>• Increased collaboration within and across schools</li> </ul>	<p>Staff undertaking training to share strategies with support staff</p> <p>Investment in additional maths resources if required</p>	<ul style="list-style-type: none"> <li>• Staff contributions to school self-evaluation</li> <li>• Staff PRD</li> <li>• Data from monitoring learning &amp; teaching</li> <li>• Class assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Thornber (numeracy lead)</li> <li>• All teaching staff</li> <li>• Pupil support staff</li> </ul>	<ul style="list-style-type: none"> <li>• QA monitoring calendar</li> <li>• Staff discussions at collegiate sessions</li> <li>• Termly tracking &amp; monitoring meetings</li> <li>• Termly planning meetings</li> <li>• Staff PRD</li> </ul>	
---	---	--	---	---	--	--

## 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 Two:** Developing creativity through STEM

**Rationale:** Identified through self-evaluation

**Overall Aim:** By June 2024, learner participation and engagement in STEM activities 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):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight):

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership &amp; management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Safeguarding &amp; child Protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching &amp; assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, Equality &amp; inclusion</li> <li>3.2 Raising attainment</li> <li>3.3 Increasing creativity &amp; employability</li> </ul> |
|---|--|---|

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
By March 2024, we will have a working timetable for pupils to access and use resources in the 'Discovery Zone'.	Pupils will have increased opportunities to explore a range of scientific investigations and resources.  Pupils will have further opportunities to develop independent learning skills	Collegiate activities for staff to agree and plan for use of the Discovery Zone  Support staff trained and timetabled to support learners when they access the Discovery Zone	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	<ul style="list-style-type: none"> <li>• QA monitoring calendar</li> <li>• Staff discussions at collegiate sessions</li> <li>• Termly planning meetings</li> <li>• Staff PRD</li> </ul>	
By June 2024, all learners will have received opportunities to develop skills using a wider range of digital technologies	Pupils will have experience of using a green screen with video recording/editing software and/or explore creating animations	Mrs Brogan to deliver staff training on use of green screen and software  Staff to undertake further training and collegiate	Staff PRD and professional update  Data gathered from routine monitoring of learning and	Mrs Brogan (PT)  All class teachers  All support staff		

	<p>Learners will increase their computing programming skills using microbits and coding software</p> <p>Learners will further develop skills in accessing technologies independently, e.g. through Glow and Microsoft Teams</p>	<p>working on computing science.</p> <p>Class teachers to plan for implementation of digital skills through interdisciplinary planning and record/evidence. Evidence to be gathered towards Digital Schools Award.</p>	<p>teaching, including yearly and termly planning.</p> <p>Staff feedback and contributions to self-evaluation activities.</p>		
<p>By June 2024, all learners will further develop skills for future learning, life and work in the outdoors</p>	<p>All learners will experience creative, sustainable and progressive opportunities to participate in a range of outdoor learning experiences.</p>	<p>Use of PEF funding to employ specialist in outdoor learning to work with groups of children.</p> <p>Increase in staff confidence and skills in providing meaningful outdoor learning opportunities by increased collaboration with outdoor learning specialist.</p>		<p>Kate Hookham – Outdoor learning teacher</p> <p>All class teachers</p>	<ul style="list-style-type: none"> <li>• Staff discussions at collegiate sessions</li> <li>• Termly planning meetings</li> <li>• Staff PRD</li> </ul>

## 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 Three: Improvement in modern languages 1 + 2**

**Rationale: Identified through self-evaluation activities**

**Overall Aim:** For pupil confidence and engagement in modern languages to increase 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) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 2.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 2.5 Family learning                 |  |
|   | 2.6 Transitions                     |  |
|   | 2.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
<p>By February 2024, a revised curriculum pathway for French and Spanish will be embedded across the school.</p> <p>By October 2023, all classes will be exposed to French for at least 5 minutes on a daily basis</p> <p>By December 2023, all classes will receive teaching input in</p>	<p>There will be a coherent and progressive pathway for practitioners to enable learners to revise, use language and build upon previous learning.</p> <p>All learners will be exposed to consistent language for daily routines and classroom commands to be used across the school.</p> <p>Staff will agree how much and what type of language</p>	<p>Collegiate activities within school to revise current pathway/develop a shared understanding of a revised pathway.</p> <p>A list will be compiled and shared with all staff of classroom language and commands to be used around school.</p> <p>A pathway will be devised outlining clear expectations of language</p>	<p>Data from routine monitoring of learning and teaching</p> <p>Pupil, staff and parent feedback through surveys, citizenship groups and focus groups.</p> <p>Termly planning meetings with teaching staff</p>	<p>Mrs F Gornall (1+2 languages lead)</p> <p>All class teachers</p>	<p>QA monitoring calendar</p> <p>Collegiate meetings and discussions with staff</p> <p>Teaching staff PRD</p> <p>Termly planning meetings</p>	



<p>French of between 10 – 50 minutes per week (depending on stage)</p> <p>By June 2024, all pupils from P5-7 will receive teaching input in Spanish for at least 30 minutes a week for a minimum of 6 weeks.</p>	<p>to be used across the stages for daily routines</p> <p>Learners will be regularly be exposed to French language in the classroom and beyond and be encouraged to speak French frequently.</p> <p>Learners in P5-7 will develop a basic knowledge of some vocabulary in Spanish.</p>	<p>to be used in daily routines at each stage.</p> <p>Teaching staff will undertake CLPL opportunities in French offered by Crieff High School.</p> <p>A timetable will be created for P5-7 to receive teaching input in Spanish.</p>				
--	--	---	--	--	--	--