

# Education – Improvement Planning Document

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Establishment Name: St Ninian's Primary School Gourock



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*'Teach with Love and Learn with Pride'*

Signatures:

Head of Establishment	Lesley Anne McCabe	Date	19 June 2017
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Quality Improvement Officer	Gordon Manson	Date	
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# Our Vision, Values and Aims

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Our vision in St Ninian's is 'to teach with love and learn with pride' in a warm supportive environment which, through working in partnerships, enables our children to be part of a faith community, achieve their best and gain the skills required to be successful in learning, life and work in Inverclyde and beyond.

## Values

The school community models our values of Respect, Honesty, Inclusion and Friendship

## Aims

- To provide the highest quality learning activities which enhance every child's potential
- Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
- Provide a happy, secure, welcoming environment where partnership working enhance children's learning experiences and promote wellbeing and respect
- Value and empower all members of our school community
- Foster high quality leadership at all level

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

# Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Catch Up Literacy</li> <li>• SEAL training</li> <li>• Transitions (Cluster)</li> <li>• Reading Moderation (Cluster)</li> <li>• Robust tracking &amp; monitoring systems in place</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Progression Planning</li> <li>• Dialogical teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Transitions – Writing (Cluster)</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Catch Up Literacy Active Literacy (Writing)</li> <li>• SEAL</li> <li>• STEM</li> <li>• Reading Moderation</li> <li>• Dialogical teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Transitions (Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Transitions – Writing (Cluster)</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>• Developing in Faith – Serving the Common Good</li> <li>• Transitions (Cluster)</li> <li>• Nurture Room</li> <li>• Safeguarding/Child Protection GIRFEC Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Developing in Faith – Serving the Common Good</li> <li>• Transitions (Cluster)</li> <li>• Nurture Room</li> <li>• Safeguarding/Child Protection GIRFEC Pathways</li> </ul>	Developing in Faith - Promoting Gospel Values
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>• Developing Inverclyde's Young Workforce</li> <li>• STEM (Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 plus 2 – introduce Spanish</li> </ul>	

# Pupil Equity Fund –Session 2017-2018

## NIF Priority

Closing the attainment gap between the most and least disadvantaged children

- In P1 & 2 almost all children are achieving the expected levels in **Maths**, with most children achieving expected levels in P3-P7.
- In P1 -4 & P7 almost all children are achieving the expected levels in **Listening & Talking**, with most achieving expected levels in P5 & P6,
- In P1,2 & 7 almost all children in are achieving the expected levels in **reading**, with most children in P3 –P6 achieving the expected levels.
- In P1 & 2 almost all children in are achieving the expected levels in **writing**, with most children in P3,5 & 7 and the majority of children in P4 & 6 achieving the expected levels of writing.
- Our tracking results show that attainment in relation to free meal entitlement is lower than the overall school figures therefore creating a gap. Most children with free school meal entitlement are attaining the expected levels for Maths, Reading, Writing, Talking and Listening.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
Additional Support Staff member to provide reinforcement of learning for those children who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2017 – June 2018	£12,210 (1.0 FTE = 25 hours)	Assessment data
Support for Learning Teacher 0.3 targeting pupils with FME	August 2017-2018	£10,330	Assessment data

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
			Pupils Engagement Attendance data
Additional Support Staff member to provide support in the nurture room for children who are experiencing learning within the classroom challenging and are needing support with their wellbeing.	May 2017 – June 2018	10 hours  £5,200	Monitoring of pupil progress in class and engagement in lessons  Assessment data
Whole school training for teachers - Visible Learning. Focus will be on a whole school approach to enhancing the quality of learning experiences for all children, including the targeted children.	August 2017 – June 2018	6,000 £3,894	Classroom observations will demonstrate consistent high quality teaching & learning
Catch Up Literacy training for Support Staff and Support for Learning Teacher. This will lead to one-to-one support for targeted pupils to develop their reading skills.	August 2017 – June 2018	£4,214	Assessment data
Nuture Room resources	August 2017	2,216	Successful use of nurture room to support transitioning
HQ Support with HR and Procurement	April 2017 – June 2018	£1,530	

# Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> School leadership Teacher professionalism Performance information Assessment of children's progress School Improvement	<b>HGIOS 4</b> 1.3 Leadership of change 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.2 Curriculum 2.7 Partnerships 1.1 Self-evaluation for self-improvement 2.6 Transitions	<b>RRS</b> Article 29 (Goals of education): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• A solid foundation will be created on which to build further developments at St Ninian’s, ensuring that the work is focussed on meeting the needs of pupils and the wider community.</li> <li>• The quality of teaching and learning will be enhanced with the needs of all pupils being met, with greater consistency across the school</li> <li>• Teachers will apply new pedagogical learning, leading to increased learner engagement and attainment ensuring the needs of all learners are being met</li> <li>• Staff will provide appropriate feedback to learners to enable them to know their next steps in learning</li> <li>• Numeracy will be developed within the school with learners being able to identify strategies to help them learn</li> <li>• Effective transitions will be in place to ensure that children’s pace of learning accurate which will lead to increase in attainment</li> <li>• Learners will have an increased knowledge of STEM curriculum and apply learning confidently within IDL</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Promote consistency of good teaching practice across the school through developing staff knowledge of most effective learning and teaching strategies	August 2017 – June 2018	Support Staff Teaching Staff SMT Pupils	Visible Learning Training to be agreed and provided by Osiris. Staff Meetings and Curriculum Development Staff to engage in professional enquiry through CLPL Peer observations & sharing of good practice Regular review of collegiate activities and impact on pupil progress by SMT & staff Structured CLPL agreed
Train staff in the use of Catch Up Literacy. Implement Catch Up Literacy with targeted children	August 2017	Support Staff Principal Teacher Class Teacher Pupils SEAL Leader	3 half-day training sessions in August in-service days. Online support for staff. SEAL leader established within the school

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Introduce and implement Stages of Early Arithmetic Learning (SEAL) in infant stages.	August 2017 – June 2018.	Infant Teaching Staff Coaching and Modelling Officer from Attainment Challenge	Training for infant staff delivered by Coaching and Modelling Officer Peer Observation within school Class teachers to observe good practice in other establishments across authority.
Cluster: Within the cluster we will <ul style="list-style-type: none"> <li>• continue to develop our approaches to STEM</li> <li>• Work in partnership with early year establishments to improve transitions and support learning in the Early Level curriculum</li> <li>• Develop effective moderation of reading</li> </ul>	August 2017 - June 2019	All establishments within the St Columba's High School Cluster	<ul style="list-style-type: none"> <li>• Training on moderation for all teaching staff, facilitating workshops and identified staff from previous inter authority moderation group to facilitate</li> <li>• Partnership working to develop STEM</li> <li>• Pupil STEM Ambassadors from St Ninian's to visit Early Years establishments</li> <li>• DHT &amp; P1 Class Teachers to work closely with Early Years</li> <li>• P7 teachers and pupils to develop links through STEM with St Columba's</li> </ul>

**Evidence of Impact**

- New policy in place for learning, teaching and assessment and is being implemented throughout the school
- Through learner conversations evidence of learning being more personalised and challenging
- Classroom observations would demonstrate impact of CLPL

- Increase in pupil achievements and attainment which will be demonstrated through data
- A new quality improvement programme will provide evidence of higher standard of teaching
- Learners conversations will demonstrate depth of learning
- Smooth transitions between establishment will be evident
- STEM topics will be included in planning
- Teacher judgements will be more accurate

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

**NIF Driver**

Assessment of children's progress  
Parental engagement  
Teacher professionalism

**HGIOS 4**

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum  
1.1 Self-evaluation for self-improvement  
1.3 Leadership of change  
3.1 Ensuring wellbeing, equality and inclusion  
2.4 Personalised support

**RRS**

Article 28: (Right to education):  
Article 28: (Right to education):

**Expected outcomes for learners which are measurable or observable**

- There will be a comprehensive picture through robust tracking of attainment over time which demonstrates good progress of learners with effective interventions in all curricular areas and all stages
- There will be an improvement in pupils experiences
- An increased pace of learning will lead to increased attainment and will support planning for next steps of learning
- The needs of all children will be met through differentiated learning where they will be presented with appropriate challenge
- Children will be fully engaged in their learning and make relevant progress in Literacy & English, Numeracy & Mathematics and Health & Wellbeing
- Children requiring additional support will have individualised and meaningful progression pathways – raising attainment for all
- All children's needs will be identified through reliable and valid assessment information.

- Children and parents will be involved in decisions about how children's learning needs will be met.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Ensure a robust tracking and monitoring system is in place which will provide a clear focus to ensure appropriate progress of both individuals and groups	August 2018	Teachers SMT Pupils	Staff training on data analysis and being able to identify interventions to support learning.
Further develop teacher's knowledge and understanding of differentiation when planning learning, teaching and assessment providing flexible learning pathways that lead to raising attainment	June 2018	SMT Teachers	Education Scotland Website will be a focus for developing knowledge and understanding  Training for staff on Differentiation will continue to be a focus throughout the year
Specific, measureable, achievable, realistic targets will be set for individual learners involving parents and children, focused on improving attainment.	June 2018	Pupils Staff Parents	GIRFEC meetings and class progress meetings will enable opportunities for staff to engage in appropriate discussions with SMT about meeting the needs of all learners
Support for learning teacher to target children who's have a gap in their attainment through SIMD and FME and plan interventions to	June 2018	SFL Class teacher	

**Evidence of Impact**

- Tracking and monitoring will show progress of all learners
- Improved Quality Improvement programme will provide evidence of higher standard of teaching and learning which will increase attainment
- SMT learning visits will evaluate the quality of planned learning with a clear focus on what it is like to be a learner
- Data will demonstrate a rise in attainment
- GIRFEC meetings will enable teachers to clearly identify children requiring support and challenge
- Review meetings with parents and children will demonstrate parental engagement and plans will ensure effective interventions are in place
- Observations will inform appropriate and timely interventions and future learning, improving outcomes for all learners
- Careful analysis of data will play a major focus on planning future learning.

**Priority 3** Improvement in children and young people's health and wellbeing

<p><b>NIF Driver</b>          School Improvement          School leadership          Assessment of children's progress          Teacher professionalism          Parental engagement</p>	<p><b>HGIOS 4</b>          2.7 Partnerships          2.1 Safeguarding and child protection          3.2 Raising attainment and achievement          3.1 Ensuring wellbeing, equality and inclusion          1.2 Leadership of learning          1.4 Leadership and management of practitioners          2.2 Curriculum</p>	<p><b>RRS</b>          Article 28: (Right to education):          Article 28: (Right to education):  <b>Developing in Faith</b>          Serving the common good          Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- Pupils will take greater control of their own learning ensuring that they are more aware of their learning goals as well as ensuring that their

needs are being met

- Pupils will be focused on work and fully engaged and effective learners and contributors
- There will be improved skills progression for all learners with opportunities to build on prior learning
- Children will have the opportunity to explore equalities, diversity and inclusion

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
SfL teacher and CA to work with ClassTeachers and SMT to identify, target and work with children who require intervention in the form of nurture	August 2017 – June 2017	Classroom Assistant Support for learning teacher Identified pupils parents	Nurture training for support staff Nurture room resources purchased from PEF
Develop leadership at all levels so that all staff develop and implement well informed change that leads to continuous improvement in children's wellbeing	May 2018	Pupils All staff	SMT

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Develop the health and wellbeing curriculum to include:  Focus assemblies  Pupil focus groups  Participation in national awareness weeks	June 2018	All staff  Pupils  Parents Members of National Groups and Societies	Health and Wellbeing Curriculum Planners will be in place which identify opportunities across the 4 contexts for learning.  Assemblies
Develop staff understanding and use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.	September 2017	All staff	Staff training on GIRFEC pathways
Increase knowledge and understanding of legislation and national advice affecting the rights wellbeing and inclusion of children and have clear understanding of their responsibilities in relation to child protection and equalities	December 2017	All staff  Pupils  Parents	Additional training in place for all staff

### Evidence of Impact

- Pupil focus group minutes and thinking circles will provide evidence of opportunities they have had to lead learning and the impact this has had on them as learners
- Peer observation feedback will give opportunities for dialogue between staff and create confidence in sharing good practice.
- Regular pupil voice groups will ensure children have the opportunity to be heard and feel valued
- Pupils will become leaders in learning within the class and across the school.
- Teacher training evaluation forms on GIRFEC will grade teacher's knowledge on safeguarding and lead to further staff development

where necessary

- Appropriate staff responses to situations will be monitored through completion of relevant paperwork
- Wellbeing applications for children will be uploaded onto SEEMIS
- Children's wellbeing evaluations will be used to demonstrate that children feel safe in school and that GIRFEC is understood by all

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School Improvement Assessment of children's progress School leadership	<b>HGIOS 4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 3.3 Increasing creativity and employability	1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Develop a greater understanding of employability skills</li> <li>• Teachers develop children's and young people's learning about the world of work</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Introduce progression pathways for Developing Inverclyde's Young Workforce.  Class Teachers to plan for and implement learning using progression pathways to ensure that personal, inter-personal and enterprise skills are developed appropriately across the curriculum.	August 2017  August 2017 – June 2018	SMT Class Teachers Robert Lamb	DiYW Progression Pathways.  Working Time Agreement - Staff Meetings and Curriculum Development.

**Evidence of Impact**

- Developing the young workforce will be included in planning
- Partners will be identified who will support the school in delivering curriculum
- Learning conversations will demonstrate knowledge and understanding of employability skills
- Enterprising activities will be evident in the classes
- Continuation of our Dragon's Den Project to enable children to set up an enterprise within the school
- STEM ambassadors will visit every class
- Minutes of Cluster will demonstrate commitment in cluster to STEM
- Pupil feedback, STEM evaluations will demonstrate learning throughout the year on employability skills