

Education – Improvement Planning Document

Establishment Name:

St Ninian's Primary School

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Signatures:

Head of Establishment	Lesley Anne McCabe	Date	June 2018
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

In the warm, supportive faith community of St Ninian's Primary School we *'teach with love and learn with pride'*, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond enabling them to serve The Common Good.

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

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 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Dialogical teaching • Effective reading pedagogy • Review of spelling programme, specifically at second level, with a view to a whole school phonics approach • Identify interventions/strategies to raise attainment in numeracy • Effective use of Inverclyde Planners for literacy and numeracy • Embed SEAL in P2 and P3 • Moderation 	<ul style="list-style-type: none"> • Dialogical teaching • Transitions – Writing (Cluster) 	
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Dialogical Teaching • Effective Transitions (Cluster) between stages within primary, and transitions between establishments (secondary and early years) • Effective reading pedagogy • Parental Engagement Policy 	<ul style="list-style-type: none"> • Visible Learning • Transitions – Writing (Cluster) 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Developing in Faith – Serving the Common Good • Transitions (Cluster) • Nurture Room • Support Staff/ staff training in principals of Nurture and 'Communication Friendly' approaches 	<ul style="list-style-type: none"> • Developing in Faith - Promoting Gospel Values 	

	<ul style="list-style-type: none"> • Safeguarding/Child Protection GIRFEC Pathways 		
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • 1 plus 2 – introduce Spanish • Developing Inverclyde's Young Workforce 	<ul style="list-style-type: none"> • 1 plus 2 – introduce Spanish • Developing Inverclyde's Young Workforce 	

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

- In P1 almost all children are achieving the curriculum for excellence level relevant to their stage in Listening and Talking, Writing, Reading and Numeracy. In P1 there is a 9.5% Gap in overall literacy and -2.4% gap in maths between SIMD 1&2 – SIMD 3-10. Attainment in P1 is well above the authority average for maths and reading
- In P4 the majority of children are achieving the Curriculum for Excellence levels relevant to their stage in Writing, Reading and Numeracy with almost all children achieving the relevant CfE levels in Listening and Talking. In P4 there is a -14.1% Gap in overall literacy and 20.5% gap in maths between SIMD 1&2 – SIMD 3-10
- In P7 almost all children are achieving the curriculum for excellence level relevant to their stage in Reading and Talking & Listening with most achieving the relevant levels in writing and numeracy. In P7 there is a 17.2% Gap in overall literacy and 17.2% gap in maths between SIMD 1&2 – SIMD 3-10. Attainment in P7 is well above the authority average in maths and reading.
- Most children with free school meal entitlement (FME) are attaining expected levels for Maths, Reading, Writing, Talking & Listening. Interventions are in place to support children with their learning who are entitled to FME and who are not attaining expected levels, to ensure relevant progress is being made.
- In 2018-2019 PEF funding ensured training for 11 support staff in Catch-Up Literacy, a programme designed to boost reading skills. This programme supported 35 children with their learning, data from assessments have shown raised attainment as well as increased confidence and engagement.

- Almost all children who are accessing the nurture room have raised attainment in literacy and mathematics. There is greater engagement within the class.

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 support in the nurture room for children who are experiencing learning within the classroom challenging and would benefit from support for social skills and emotional resilience.	May 2018 – June 2019	10 hours £5,200	Monitoring of pupil progress in class and engagement in lessons Assessment data
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 2018 – June 2019	(1.0 FTE = 25 hours) £12,210	Assessment data
Support for Learning Teacher 0.3 targeting pupils with FME PEF to make a complete teacher who would be in class while the PT delivers support for learning and teaching as per action plan. This was very successful last year.	August 2018-2019	£10,330	Assessment data Pupils Engagement Attendance data
Whole school training for teachers –	August 2017 – June 2018	£3,894	Classroom observations will demonstrate

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?
Visible Learning. Focus will be on a whole school approach to enhancing the quality of learning experiences for all children, including the targeted children.			consistent high quality teaching & learning
<p>Effective reading pedagogy Reflective Reading Training with Anne Glennie for teaching staff within the school to improve attainment</p> <p>Additional reading input would be given to targeted pupils through the Catch Up reading programme from previous year.</p>	Sept/Oct 2018	<p>£1950</p> <p>A consultancy and training package with focus on reading comprehension, reading culture and reading for pleasure. It includes the teaching of reading, writing and spelling throughout the school using the latest research informed methodology in systematic synthetic phonics.</p>	<p>Reading Assessments</p> <p>Spelling Assessment</p>

Plan –Session 2018-2019

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • There will be an increase in numeracy and literacy levels within the school. • The learning environment will be built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes • Learners will have an accurate understanding of their progress in learning and what they need to do to improve because of the high-quality feedback they receive. • Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. • Data analysis will have a clear focus on improvement. • Individual and collective staff professional learning will have improved outcomes for learners. • Confident teacher judgements and appropriate assessments will lead to improvements in attainment.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Promote consistency of good teaching practice across the school through developing staff knowledge of most effective learning and teaching strategies	August 2018 –June 2019	SMT Teaching Staff Support Staff Pupils OSIRIS Training Coaching & Modelling Officers Attainment Challenge Team	Continuation of Visible Learning agreed and provided by Osiris Staff Meetings and Curriculum Development Staff to engage in Professional Enquiry SFL teacher to model good practice and support teaching and learning in all classes DHT to work alongside teachers to support teaching and learning in infant department Peer observations and sharing of good practice Structured CLPL agreed Termly class progress/tracking meetings Learning walks/teaching observations by staff and SMT
1.2 Reflective Reading Training with Anne Glennie. Focusing on the planning, tracking and assessment of reading to improve attainment.	August 2018	All teaching staff Anne Glennie Pupils parents	1 Day consultancy package from Anne Glennie for all teaching staff DHT to lead CLPL and Curriculum Development
1.3 Review of the North Lanarkshire spelling programme at Second Level	August 2018 –June 2019	Teachers from P5-7 SMT Parents Pupils Support Staff	Working parties set up to look at evaluate spelling Decode-able reading books purchased each stage through PEF Alphabetic codes available to every class Parental workshops

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Ensure effective use of Inverclyde Planners for Literacy and Numeracy throughout the whole school	August – December 2018	SMT/Class Teachers	<ul style="list-style-type: none"> Curriculum Development for staff
1.5 SEAL will be embedded in P2 and P3 to support numeracy	August 2018 –June 2019	SMT Class teachers Coaching and Modelling Officers	<ul style="list-style-type: none"> Coaching and Mentoring officer offering training to teachers and support staff Class teachers sharing good practice SEAL resources purchased Workshop for parental engagement
1.6 Moderation activities within school and cluster in reading to help assist teacher judgements and assessment	August 2018 –June 2019	Cluster schools Teaching staff SMT	<ul style="list-style-type: none"> Moderation activities set up within school and cluster Staff working with stage partners to support moderation

Evidence of Impact

- Class progress meeting minutes will demonstrate expected levels of attainment
- Targets set by pupils and reports to parents will demonstrate success
- Attainment data will demonstrate a year's progress for every child
- SNSA results will be analysed to ensure effective breadth and depth of learning.
- Minute of PT meetings sharing moderation activities
- There will be significant progress for each child which will be evidenced in assessments within the class and SNSA results
- SWST spelling assessments will demonstrate progress for each child and SWRT assessments for targeted children
- Teachers will be confident with professional judgement and use evidence successfully to demonstrate this

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Parental engagement Assessment of children's progress School leadership	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.3 Learning, teaching and assessment	Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Developing as a community of faith and learning

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • There will be a range of approaches to professional learning facilitated by SMT to enable staff to learn with and from each other which will impact on learner engagement. • Learners' needs will be identified through robust assessment information leading to improvement in performance • Progress of all children will be reviewed effectively, including those with additional support needs to ensure appropriate pace and challenge. • Workshops will enable parents to have a better understanding of SEAL strategies which will provide opportunities for parental engagement and lead to raise in attainment • Almost all children will be attaining appropriate levels and several pupils will be exceeding these levels.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 The use of fully decode-able readers throughout the school for targeted support	August 2018 – June 2019	SMT Class Teachers Support Staff Parental Engagement	<ul style="list-style-type: none"> • Visible Learning • Transitions (Cluster) • Effective reading pedagogy CLPL

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Pupils	
1.2 Continue with targeted one to one support for targeted pupils to further develop reading skills through the Catch Up Literacy Programme	August 2018- June 2019	Support Staff DHT and PT Pupils	<ul style="list-style-type: none"> Catch Up Literacy ~Follow Up training for support staff
1.3 All staff trained in SEAL. Continue to embed Stages of Arithmetic Learning Use of SEAL Assessments for Phases 1-5 to inform planning and support attainment in numeracy	August 2018- June 2019	All Staff Parents Pupils	<ul style="list-style-type: none"> Staff training from Attainment Challenge – Coaching and Mentoring Officers Staff training in use of assessments and collating and analysing assessment data Parental Engagement Workshops
1.4 Moderation activities within school and cluster in reading to help assist teacher judgements and appropriate range of assessment	August 2018 –June 2019	Cluster schools Teaching staff SMT	<ul style="list-style-type: none"> Moderation activities set up within school and cluster Staff working with stage partners to support moderation
1.5 Identification of interventions/strategies to support attainment in Numeracy	August 2018– June 2019	Teaching Staff SMT	<ul style="list-style-type: none"> Staff training and resources to support attainment in Numeracy Parental engagement workshops
1.6 Use of Inverclyde Pathways Assessments for Second Level, supplied by Attainment Challenge CMO to inform planning and support attainment in Numeracy	August 2018-June 2019	Teaching Staff SMT	<ul style="list-style-type: none"> Staff training in use of assessments and collating and analysing assessment data

Evidence of Impact

- Tracking and monitoring will show progress of all learners
- Data will demonstrate a rise in attainment
- GIRFEC meetings will enable teachers to clearly identify children requiring support and challenge
- Assessment evidence will be used to inform teacher judgement
- Personal achievements of pupils will be tracked to recognise achievement demonstrating that pupils are applying skills and actively participating in their local community.
- 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 focus on planning future learning.
- Learning conversations with pupils will demonstrate knowledge and understanding of SEAL strategies
- Staff engagement in Working Parties
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes

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

NIF Driver

Parental engagement
Teacher professionalism
School Improvement

HGIOS?4

2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.6 Transitions

RRS

Article 28: (Right to education):
Article 29 (Goals of education):
Developing in Faith
Serving the common good

Expected outcomes for learners which are measurable or observable

- 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
- Our school community will have a shared understanding of wellbeing and in the dignity and worth of every individual as well as children's rights.
- Relationships across the school community will be very positive and supportive,

- Our school community will have shared values and high expectations.
- All learners will be included, engaged and involved in the life of the school.
- Children will have the opportunity to be involved in decisions affecting their learning.
- Further develop the culture within the school to support others and develop children's understanding of faith in action.
- Through IDL, deepen pupil understanding and appreciation of catholic social teaching.
- Staff engagement in Working Parties
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to develop staff understanding and use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.	August 2018 – June 2019	SMT All staff Pupils Parents partners	<ul style="list-style-type: none"> • GIRFEC meetings with staff • Class Progress meetings • Training of GIRFEC pathways • CLPL for staff on wellbeing
1.2 Wellbeing curriculum will continue to be developed ensuring it is well planned and progressive with a focus on emotional wellbeing and building resilience	August 2018 – June 2019	Teachers SMT Wellbeing Working Party including Parents and Partners	<ul style="list-style-type: none"> • Working party formed to develop emotional wellbeing curriculum and progressive planning • CLPL on Emotional Wellbeing • Teachers trained in Circle Time approach • PATHS and Bounce Back training with PT

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.3 SfL teacher will work with support assistants to develop approaches to nurture for children identified as requiring intervention to support their learning.</p>	Ongoing – June 2019	SFL Teacher DHT Support Staff Class Teachers Pupils Barnardo's Psychological Services	<ul style="list-style-type: none"> Support Staff to attend Attainment Challenge CPD on nurture DHT to work with Class Teachers to identify children who would benefit from nurture Barnardo's to work with identified pupils Ed Psychologists and Home Link to provide Seasons for Growth
<p>1.4 DHT to liaise closely with partners from OUTREACH to support identified children</p>	Ongoing – June 2019	DHT SfL Teacher Support Staff Pupils OUTREACH team	<ul style="list-style-type: none"> Support Staff to attend CPD in "Communication Friendly" strategies and support from OUTREACH team Member of OUTREACH support team to work closely with class teachers to support identified children in class where appropriate or in small group/1:1 setting
<p>1.5 Ensure that key aspects of Catholic social teaching are part of the curriculum overview.</p> <ul style="list-style-type: none"> Identify areas where links can be made between primary schools and St Ninian's to promote Catholic social teaching. Develop senior pupils as leaders through the Pope Francis Award 	August 2018 – June 2020	Class Teachers Pupils SMT Parents PTA Parish SVDP	<ul style="list-style-type: none"> Charities Group to decide on chosen charities this year Pope Francis Award SCES/ SCIAF websites Use of social media/twitter The Catholic School- Developing in Faith (SCES) "Catholic School Evaluation and Planning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Engage with external speakers/ charities to enhance learning and teaching and increase knowledge and understanding. • Celebration and recognition of achievements of young people. 			

Evidence of Impact

- Staff and children will know and understand the wellbeing indicators throughout their school life.
- Outdoor space will be used effectively to promote positive relationships and wellbeing
- Children will have had the opportunity to explore diversity and can use their voice in pupil voice groups and can lead learning in class and in whole school assemblies.
- Data will demonstrate improved attainment in children facing barriers to learning.
- Commitment to charities
- Pupils participating in Pope Francis Faith Award will have increased and commitment to Parish Commendation
- Pupil Voice will demonstrate a greater understanding of catholic social teaching
- Staff engagement in Working Parties
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes

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Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

<p>NIF Driver Parental engagement School Improvement School leadership</p>	<p>HGIOS?4 2.2 Curriculum 1.2 Leadership of learning 2.5 Family learning 2.7 Partnerships</p>	<p>Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education):</p>
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Expected outcomes for learners which are measurable or observable

- Develop a greater understanding of employability skills
- Learning about the world of work will be developed
- Knowledge and understanding of a third language and culture will extend the children's
- More ambitious young people who are more prepared for the world of work
- Learners able to apply skills in a range of contexts
- Improved partnership working and collaborative planning between primary and secondary staff
- Improved pupil's confidence around transition

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Introduce Spanish as a third language in the school	August 2018 – June 2019	Class Teachers PT	<ul style="list-style-type: none"> • Curriculum Development • Purchase of new language resources • Training for staff on 1+2 platform to deliver effective teaching and learning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		St Columba's High School Modern Languages Dept	<ul style="list-style-type: none"> • CLPL
1.2 Continue to Developing Inverclyde's Young Workforce. Plan for and implement learning using progression pathways to ensure that personal, inter-personal and enterprise skills are developed appropriately across the curriculum	August 2018 – June 2019	SMT Class Teachers Dragon's Den Staff Children in Action Staff STEM ambassadors	<ul style="list-style-type: none"> • DYW Progression Pathways • Working Time Agreement/Staff Meetings and Curriculum Development • Dragon's Den support • Enterprising Skills

Evidence of Impact

- Developing the young workforce will be included in teacher planning
- Partners will be identified who will support the school in delivering the curriculum
- STEM ambassadors will visit every class
- Continuation of Dragon's Den project to enable children to set up an enterprise within the school
- Successful Dragon's Den project will demonstrate pupil's development and confidence in learning, life and work skills.
- Staff engagement in Working Parties
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Parental Engagement in STEM/World of work
- Minutes of Parent Council Meeting

