

Education – Improvement Planning Document

Establishment Name:

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Signatures:

Head of Establishment	Lesley Anne McCabe	Date	June 2019
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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 2019-2020

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

National Priorities	Session 2019-2020	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Dialogical teaching • Transitions – Writing (Cluster) • Numeracy (SEAL approaches) • Dialogical teaching • Effective reading pedagogy • Identify interventions/strategies to raise attainment in numeracy • Effective use of Inverclyde Planners for literacy and numeracy • Moderation 	<ul style="list-style-type: none"> • Transitions – Reading (Cluster) • Numeracy – SEAL as interventions • Spelling/Phonics – Interventions to raise attainment • Moderation Events within school/cluster/authority 	
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Visible Learning • Dialogical Teaching • Effective Transitions (Cluster) between stages within primary, and transitions between establishments (secondary and early years) • Effective reading pedagogy • Parental Engagement Policy • Parental Engagement Workshops 	<ul style="list-style-type: none"> • Visible Learning • Numeracy Interventions to raise attainment • SEAL Assessments • Effective Reading pedagogy • Digital Literacy 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Safeguarding/Child Protection GIRFEC Pathways Emotional Wellbeing • Emotional Wellbeing • Developing in Faith 	<ul style="list-style-type: none"> • Emotional Wellbeing • SSERC – Outdoor Learning • Rights Respecting School Silver Award • SSERC – Numeracy/Cluster Transitions 	<ul style="list-style-type: none"> • Becoming a Mentally Healthy School • SSERC

<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM with a particular focus on Digital Literacy 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM with a focus on Mathematics, Outdoor Learning & Play based learning • Digital Literacy 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM with a focus on Mathematics, Outdoor Learning & Play based learning • Digital Literacy
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Pupil Equity Fund –Session 2019- 2020

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

- In P1 all children are achieving the curriculum for excellence level relevant to their stage in Listening and Talking, Writing, Reading and Numeracy. There is no gap between SIMD 1&2 – SIMD 3-10. Attainment in P1 is well above the authority average for numeracy and literacy
- In P4 almost all children are achieving the Curriculum for Excellence levels relevant to their stage in Reading, Writing, Listening & Talking and Numeracy. In P4 there is a 8.7% Gap in overall literacy and numeracy between SIMD 1&2 – SIMD 3-10 Attainment in P4 is well above the authority average for numeracy and literacy
- In P7 almost all children are achieving the curriculum for excellence level relevant to their stage in Reading, Writing, Talking & Listening and numeracy. In P7 there is a -7.4 Gap in overall literacy and numeracy with children in SIMD 1&2 outperforming children in 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 Numeracy, Reading, Writing, and 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 effective use of SFL teacher throughout the school engaging children with barriers to learning to become fully engaged with learning enabling them to make appropriate progress with their learning.
- Almost all children who are engaging in support groups within 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 are needing support with their wellbeing.	May 2019 – June 2020	10 hours £5,800	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 2019 June 2020	£12,852 (1.0 FTE = 25 hours)	Assessment data
Numeracy Intervention – Precision Maths Toe by Toe	Sept/Oct 2019-20	£1150	Assessment Data
Emotional Wellbeing- Mindfulness All children – increased awareness and confidence and ability to support all children to have good mental health	Sept – June 2019/20	£500	Wellbeing Wheels Questionnaire Forms
Support for Learning Teacher 0.2 targeting pupils with FME	August 2019-2020	£7704	Assessment data Pupils Engagement Attendance data

Plan –Session 2019-2020

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

- 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 2019 –June 2020	SMT Teaching Staff Support Staff Pupils OSIRIS Training Coaching & Modelling Officers Attainment Challenge Team	<ul style="list-style-type: none"> • Continuation of Visible Learning agreed and provided by Osiris • Staff Meetings and Curriculum Development • 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/Classroom observation
1.2 Focus on the planning, tracking and assessment of reading to improve attainment.	August 2019 - 2020	All teaching staff DHT Pupils parents	<ul style="list-style-type: none"> • CLPL for staff on reading assessment • CLPL for new staff on Reflective Reading (mentors for NQT) • Classroom observation • Sharing of good practice and resources • Parental Workshops for Reading
1.3 Ensure effective use of contextualised Inverclyde Planners for Numeracy throughout the whole school	August 2019 – June 2020	SMT/Class Teachers	<ul style="list-style-type: none"> • CLPL to familiarise staff with planners from working party ensuring they are bespoke to St Ninian's
1.4 SEAL strategies will be used as an intervention to support gaps in learning throughout the school	August 2019 –June 2020	SMT Class teachers	<ul style="list-style-type: none"> • CMO offering training to teachers and support staff • Education Officer to work with SMT • Class teachers sharing good practice

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Coaching and Modelling Officers	<ul style="list-style-type: none"> SEAL resources purchased Workshop for parental engagement
1.5 Moderation activities within school and cluster in reading to help assist teacher judgements and assessment	August 2019 –June 2020	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.
- Engagement in CLPL activities
- Moderation events will ensure dialogue is ensuring confidence in planning learning
- There will be significant progress for each child which will be evidenced in assessments within the class and SNSA results
- SWST and SWRT will demonstrate progress for each child with targeted interventions
- 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 Assessment of children's progress Performance information School Improvement	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 Continue to ensure fully decode-able readers are accessible throughout the school for targeted support	August 2019 – June 2020	SMT Class Teachers Support Staff Parental Engagement Pupils	<ul style="list-style-type: none"> • Visible Learning • Further decodable readers will be purchased • Transitions (Cluster) • Effective reading pedagogy CLPL

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Continue with targeted one to one support for targeted pupils to further develop reading skills through the Catch Up Literacy Programme	August 2019- June 2020	Support Staff DHT and PT Pupils	<ul style="list-style-type: none"> • Catch Up Literacy CLPL provided for support staff • New books purchased for Catch Up Literacy
1.3 All staff trained in SEAL. Continue to embed Stages of Arithmetic Learning Use of SEAL Assessments for Phases 1-5 to identify gap, inform planning and support interventions attainment in numeracy	August 2019- June 2020	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 and writing to help assist teacher judgements and appropriate range of assessment	August 2019 –June 2020	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
<ul style="list-style-type: none"> • Tracking and monitoring will show progress of all learners • Data will demonstrate a rise in attainment • Feedback from cluster moderation • 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 and how this can improve progress
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Evaluations of interventions

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School leadership Performance information	HGIOS?4 2.2 Curriculum 2.3 Learning, teaching and assessment 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	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

- Children will have developed knowledge and understanding of Mental Health
- 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.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.1 Create a whole school vision for Mental Health with targets for both staff and pupils and with clear aims.</p> <p>Engage parents as wellbeing ambassadors</p>	August 2019 – June 2020	<p>SMT</p> <p>All staff</p> <p>Pupils</p> <p>Partners/parents</p>	<ul style="list-style-type: none"> • Place2be resources and training • Leaders on Mental Health • CLPL for staff on wellbeing • Support staff on social skills group • ACES training • Mental Health Awareness Raising • Supporting Children with Downs Syndrome to learn in Numeracy & Literacy
<p>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</p>	Ongoing – June 2020	<p>Teachers</p> <p>SMT</p> <p>Outreach - V Doak</p>	<ul style="list-style-type: none"> • Working party formed to develop emotional wellbeing curriculum and progressive planning • CLPL on Emotional Wellbeing • Partnership working Bernardos • Teachers trained in Emotion Works • Bounce Back training with SMT • Continue with ASN parental support group
<p>1.3 Develop approaches to nurture for children identified as requiring intervention to support their learning.</p>	Ongoing – June 2020	<p>SFL Teacher</p> <p>DHT</p> <p>Support Staff</p> <p>Class Teachers</p> <p>Pupils</p> <p>Barnardo's</p> <p>Psychological Services</p>	<ul style="list-style-type: none"> • PT will continue to work with Support Staff to support interventions • 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 for Growth provide Seasons

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Partnership working with OUTREACH to support identified children	Ongoing – June 2020	DHT SfL Teacher Support Staff Pupils OUTREACH team	<ul style="list-style-type: none"> 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 Outreach training in partnership with PT for staff on Emotion Works
1.5 Ensure that key aspects of Catholic social teaching are part of the curriculum overview. <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 Engage with external speakers/ charities to enhance learning and teaching and increase knowledge and understanding. Celebration and recognition of achievements of young people. 	August 2019 – 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 Catholic School- Developing in Faith (SCES) “Catholic School Evaluation and Planning

Evidence of Impact

- Vision for a Mentally Healthy School will be created
- Action plan created for becoming a Mentally Healthy School
- Parental Ambassadors for Wellbeing will be involved in school
- Children will have 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
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism School Improvement School leadership	HGIOS?4 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.6 Transitions 2.7 Partnerships	Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Develop a greater understanding of STEM • Knowledge, understanding and experience employability skills • Children benefit from a consistent approach to digital literacy developed through progressive planning • Learning about the world of work will be developed • 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 Through cluster STEM activities, work in partnership with local business to raise attainment in numeracy with improved understanding of skills, concepts and knowledge	August 2019 – June 2020	Class Teachers CMO Cluster Support staff St Columba's High School Maths Dept	<ul style="list-style-type: none"> • CLPL for all staff • SEAL resources in maths • Outdoor learning
1.2 Develop the young workforce through engagement in STEM with a particular focus on ensuring a consistent approach to Digital Literacy and ensuring effective pathways to ensure progression. 2 Improve equity and equality in STEM learning	August 2019 – June 2020	CMO Digital Literacy Class Teachers Support Staff Partners/Parents STEM ambassadors	<ul style="list-style-type: none"> • CMO officer within cluster trained to support staff and deliver in-service • Working with CMO for Digital Literacy to gain Digital Literacy Award • Donation from GSCT to purchase IT equipment to use within local area to work with parishioners

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
- Consistent approach to digital literacy throughout the school ensuring progression across stages
- CMO training
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Parental Engagement in STEM/World of work
- Minutes of Parent Council Meeting

