



St Ninian's Primary School

Improvement Plan

2016 -2017



School Leadership

The Quality and impact of leadership within schools and at all levels

Next Steps

- Increased participation in leadership programmes and Masters Level Leadership programme
- Increased participation in professional recognition level learning opportunities

How will we get there?

| What? | Who? | When? | Links |
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| Share practice and provide experience of /opportunities for leadership learning within our school. | SMT Co-ordinators Teaching Staff | Ongoing until June 2017 | 1.2 Leadership of learning 1.3 Leadership of change |
| Promotion of Authority Leadership programme and Masters level learning | SMT | Ongoing until June 2017 | 1.4 Leadership and Management of staff |

Evidence we will gather and monitor:

- Collegiate meetings records
- Strategic Development Initiatives
- Numbers attending Leadership Professional Learning events
- Self-evaluation against standards through PRD meetings
- High quality leadership projects within school

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

Next Steps

Engage in professional learning events which has been shown to have had an impact in Attainment Challenge Schools

Engage in CLPL for STEM to develop staff knowledge and understanding

Continue to develop staff knowledge, understanding and confidence of using the GIRFEC Pathway effectively

Ensure that Authority led learning activities are fully linked to our improvement

| What? | Who? | When? | Links |
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| Develop/extend staff knowledge of SEAL planning, learning, teaching and assessment approaches for P1 and P2 | SMT Class Teachers SfL teacher | October 2016 | 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |
| Introduce GIRFEC Pathway – practice and procedures | SMT | Aug16 – June 2017 | 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion |
| Continue to develop staff knowledge of NL Active Literacy methodology and Reciprocal Teaching | SMT Class teachers CMO | Ongoing – June 2017 | 2.3 Learning teaching and assessment |

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| | Literacy | | 3.2 Raising attainment and achievement |
| Develop/Extend staff knowledge of STEM | STEM coordinator RCCT Cluster Secondary Staff Class teachers | August 2016 – June 2019 | 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement |
| Extend use of Literacy Toolbox to support identified pupils | CMO – Literacy DHT Class Teachers SfL teacher | August 2016 | 2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment |
| Develop staff knowledge of most effective learning and teaching strategies through CLPL opportunities to attend Visible Learning training | AC Team SMT | September 2016 - ongoing | 1.2 Leadership of learning 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement |

Evidence we will gather and monitor:

- Self-evaluation against HGIOS 4 QI 1.2 Leadership of learning 2.3 Learning, Teaching and assessment and 2.3 Personalised support
- Impact of CLPL within classes
- Class progress meetings evidence
- Learning Conversations with pupils
- Observations of learning and teaching
- PRD meetings
- Notes/actions from Curriculum Development meetings
- Feedback from parents

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Next Steps

Build/develop effective working partnerships with Family Support Workers and CLD Staff

Ensure a co-ordinated response to Family Learning is taken forward with partners

Engagement of parents and partners in STEM development

| What? | Who? | When? | Links |
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| Extend Family Learning opportunities through workshops | SMT Class teachers | August 2016-ongoing | 2.5 Family Learning 2.7 Partnerships |
| Extend opportunities for parents to be involved in school events/improvement planning | SMT All staff | August 2016 – June 2017 | 2.5 Family Learning 2.7 Partnerships |
| Engage parents in development of STEM seeking out expertise/knowledge and commitment | STEM coordinator RCCT | August 2016 – June 2017 | 2.5 Family Learning 2.7 Partnerships |
| Involve parents in planning support for pupils as appropriate | DHT SfL teacher | August 2016 – June 2019 | 2.4 Personalised support 2.5 Family Learning 2.7 Partnerships |

- Feedback from parent council
- Evaluations of events/feedback from parents attending events
- Self-evaluation against HGIOS 4 QI 2.5 Family Learning and 2.7 Partnership
- Attendance at Family learning events, progress meetings and Review meetings
- Evaluation of Family Learning Events from all involved
- Minutes of meetings with staff and parents
- Questionnaires

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Next Steps

Take forward literacy and numeracy strategies to raise attainment for all pupils

Take forward strategies to improve children's Health and Wellbeing

Implement coherent approaches to teaching and learning of STEM

Raise staff awareness of National Improvement Framework

Work toward closing the attainment gap linked to deprivation

| What? | Who? | When? | Links |
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| Support staff in the use of data to monitor children's progress | SMT STEPHEN DIAZEL/NORMAN GREENSHIELDS LIZ VARRIE | October 2016 | 2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement |
| Using available data, identify target groups of pupils for specific intervention | SMT SfL teacher Class teachers | Aug 2016 – Sept 2016 | 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement |
| Continue to develop tracking system based on agreed aspects of learning | SMT Class Teachers | August 2016 - ongoing | 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |
| Participate in professional | SMT | October | 2.3 Learning, |

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| learning to further moderate standards within the school and cluster | Class teachers Cluster staff | 2016 - onwards | teaching and assessment 3.2 Raising attainment and achievement |
| Raise awareness of national and local guidance on how to report on the NIF and the use of HGIOS 4 | SMT | October 2016- June 2017 | 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |

Evidence we will gather and monitor:

- Percentage of pupils achieving curriculum levels in literacy and numeracy in P1, P4 and P7
- Pips scores and progress in learning
- School assessment information for literacy, numeracy and HWB
- Attendance of identified pupils
- Data from Boxall profiles
- Evidence from Health & Wellbeing Assessments and GIRFEC tools
- Wider Achievement awards
- Self-Evaluation against HGIOS 4 3.2 Raising attainment and achievement
- Notes/Actions from collegiate activities
- Authority training on moderation
- Tracking information
- Notes from class progress meetings with class teachers
- Pupils profiles – learning journals

School Improvement

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Next Steps

Develop self-evaluation procedures based on HGIOS 4

Develop staff knowledge of NIF

Develop use of Assessment Framework and SAL when planning for assessment

Ensure timely information for parents on events through improved communication

| What? | Who? | When? | Links |
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| Share national and local guidance as to reporting on the NIF | SMT | October 2016- March 2017 | 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |
| Use HGIOS 4 for self-evaluation | All school staff | Aug 2016 – June 2017 | 1.1 Self-evaluation for self-improvement |
| Develop use of Framework for Assessment and SAL within planning to ensure appropriate progression | SMT Working Parties on planning | June 2016 – Sept 2016 | 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |

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| Create calendar of events to be reviewed at the start of the term to ensure timely information for parents | SMT All staff | August 2016 | 1.1 Self-evaluation for self-improvement |
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Evidence we will gather and monitor:

- Feedback from pupil voice
- Learning conversations with pupils
- Feedback from parents
- Self-evaluation activities based on HGIOS 4
- Notes from in-service and collegiate meetings
- Information from tracking systems

The development of our Curriculum

Next Steps

Development of 1+2 platform to include a third language

Develop STEM throughout the school

Development of mental and emotional wellbeing

Develop Learning for Sustainability

| What? | Who? | When? | Links |
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| Continue to develop the 1+2 language strategy to embed French within the school and introduce a third language | 1+2 Coordinator PT Jan Cannon | August 2016 – August 2019 | 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |
| Develop STEM within each class through RCCT and ensuring at least one IDL topic within each class is STEM | STEM coordinator RCCT Class Teachers STEM ambassadors | August 16 – June 2017 | 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement |
| Develop mental and emotional wellbeing by fostering a safe, caring, supportive and purposeful environment in order to develop relationships based on mutual respect | SMT Class teachers Marie Linning Partnership working CLD | Jan 17 – Jan 20 | 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion |

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| Develop Learning for Sustainability more fully throughout the school | SMT Class Teachers Support Staff Pupil Voice Groups | October - June 2016 | 2..3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion |
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Evidence we will gather and monitor:

- Forward plans
- Class visits by SMT
- Collegiate meeting notes
- Feedback from pupils
- Pupil voice group
- Professional dialogues
- Wellbeing evaluations
- Assessments
- E portfolios

Ensuring wellbeing, equality and inclusion

Next Steps

Develop staff understanding of GIRFEC pathway and Child's Plan

Continue to develop the use of PATHs within the school to ensure emotional wellbeing and promote confidence

Develop Resilience through the use of Bounce Back with P6 and p7

| What? | Who? | When? | Links |
|-----------------------------------------------------------|--------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Share authority guidance on GIRFEC pathway with all staff | SMT | Aug16 – June 17 | 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion |
| Introduce the use of Child's Plan to support pupils | SMT SfL teacher | August 2016 – June 2017 | 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 |

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| | | | Transitions 3.1 Ensuring wellbeing, equality and inclusion |
| Ensure emotional wellbeing and promote confidence, independent thinking, positive attitudes and dispositions through effective use of PATHS and Bounce Back | All staff | August 2016 – June 2017 | 3.1 Ensuring wellbeing, equality and inclusion |
| Developing In Faith – serving the common good. Helping our young people to overcome individualism and discover their vocation to live responsibly with and for others. | All staff RE Co-ordinator | August 2016-2017 | 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment |

Evidence we will gather and monitor:

- Wellbeing evaluations
- Monitoring of ASN provision within the school
- Learning journals
- Performance of LAC and ASN pupils
- Learning conversations with pupils
- SEEMIS data
- Wellbeing indicators
- Developing in faith Self Evaluation