# SAINT NINIAN'S HIGH SCHOOL

# SCHOOL PLAN

# 2016-19

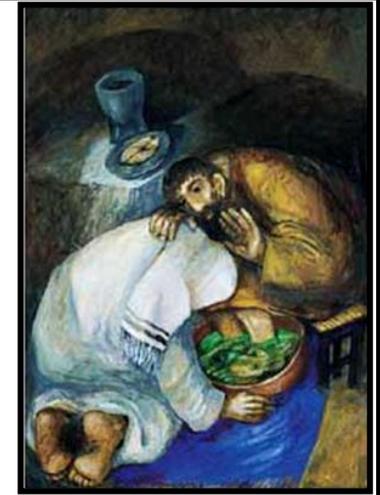**Year 2 (2017-18)**

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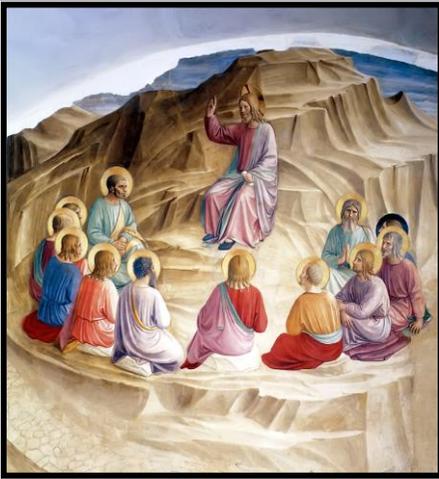
# IMPROVEMENT PLAN

## 2016-19

### (Year 2: 2017-18)



| NIF key drivers for improvement | | 3 year priorities 2016-19 | HGIOS 4 |
|---|---|---|---|
| **School Leadership**<br><br>**School Improvement**<br><br>**Teacher professionalism** | 1 | • Continue to provide a clear direction through a manageable and ambitious plan for the ongoing development of our school ethos and curriculum<br>• Promote creativity, employability skills, and pupil wellbeing<br>• Use HGIOS 4 & self-evaluation strategies to promote self-improvement | 3.2, 1.1 2.2 , 3.3, 2.4 |
| **Assessment of pupils' progress**<br><br>**Performance Information**<br><br>**Teacher professionalism** | 2 | • Improve the quality of pedagogy, learning, and assessment<br>• Raise attainment and achievement, promoting equity for all young people<br>• Improve attainment in literacy & numeracy | 2.3 1.1 1.2 |
| **School Leadership**<br><br>**Teacher professionalism**<br><br>**School Improvement** | 3 | • Develop the quality and impact of leadership at all levels<br>• Review the leadership of the curriculum and the impact of CfE on the experiences, attainment and achievement of learners between the BGE & Senior Phase<br>• Work collaboratively to strengthen teacher understanding and implementation of key national policies including the *Scottish Attainment Challenge, Developing Scotland's Young Workforce* and *Learning for Sustainability* | 1.3 1.2 |
| **Parental engagement** | 4 | • Promote and develop further our programme of parental engagement and family learning. | 2.5 2.7 |

**2017-18**

**Priority 1**

**Develop teacher knowledge, understanding & confidence in applying assessment approaches for CfE & Qualifications (teacher judgement, moderation, profiling, & reporting)**

PTs / DHTs / Teachers

DHT Assessment Reporting

| IMPACT ON LEARNERS | | ACTION REQUIRED | TIMESCALE | HOW WILL SUCCESS BE EVALUATED? | RESOURCES |
|---|---|---|---|---|---|
| Robust assessment approaches are developed within departments | 01 | Departmental assessment policy and practice should take account of the guidance of the Assessment and National Qualifications Group's announced changes to National 5, Higher and Advanced Higher qualifications. | Through 17-18 | Departmental assessments provide accurate information and data on pupil progress following changes to N5, Higher & Advanced Higher. | DMs, In-set days CLPL activities, Assessment Group |
| | 02 | Moderation strategies provide a body of evidence used to support teacher judgements and decisions about next steps in learning. | Through 17-18 | Teachers have well-developed skills of data analysis which identify progress and planning for next steps in learning. | DMs / Inset days PT Meetings |
| Assessment focused on identifying breadth, application challenge and progress in each curricular area | 03 | PTs ensure consistency in the application of teacher judgements reviewing the difference in attainment between the most & least disadvantaged pupils. | Through 17-18 | Departmental data tracks /monitors pupil progress ensuring timely interventions for young people who are at risk of missing out. | DMs, Inset days CLPL activities Dept'l data |
| | 04 | Develop & share good practice of teachers' knowledge, understanding and application of teacher judgements linked to the national benchmarks and grouped Es and Os. | Through 17-18 | Use subject assessments to monitor progress and support professional judgement of when a pupil has achieved a CfE / SCQF level. | DMs, In-set days CLPL activities |
| Departments use proportionate approaches to track, profile and report pupil progress & achievement | 05 | Reporting to parents reflects advice in BtC5 emphasising home-school engagement, dialogue and parental involvement. | Reporting schedule Through 17-18 | Parents aware of child's progress, & next steps in learning through Reports & contact with Pastoral and Year Head. | Curricular and Parents' Evenings, Parent Interviews |
| | 06 | Tracking of opportunities for personal achievement in BGE & SP are discussed and recorded in PSHE / pastoral interviews. | S1-3 Interim / Full Reports 17-18 | Pupil's wider achievements are shared in dialogue with the interviewing teacher and parents. | Curricular & Parents' Evenings, Parent discussions |

| | | | | PTs English & Maths / DHTs/ Teachers | DHT Assessment |
|---|---|---|---|---|---|

**Priority 2**  **Improve teaching, learning and attainment in literacy and numeracy**

| IMPACT ON LEARNERS | | ACTION REQUIRED | TIMESCALE | HOW WILL SUCCESS BE EVALUATED? | RESOURCES |
|---|---|---|---|---|---|
| Identify progress in Literacy & Numeracy through teacher judgements & test data | 07 | Moderate teacher judgement using class work, subject assessments, and standardised test information (English/Maths). | Through 17-18 | Evidence of clear and measurable impact of high quality teaching and learning on outcomes for pupils reflected in pupil / subject data. | DMs, Inset days, departmental tracking Lit./Num. Group |
| | 08 | Attainment levels in literacy and numeracy at levels 2-4 and SCQF 3, 4, 5, 6 provide evidence of pupil progress. | Through 17-18 | Literacy and numeracy attainment reviews provide evidence of raised attainment across the SIMD deciles. | Interim & Full Reports and Tracking Reports |
| Progress in ERC Targets & National Qualifications for Maths and English | 09 | Teachers judgements to be based on their knowledge & understanding linked to published benchmarks and results from subject formative assessments. | Through 17-18 | All pupils attaining appropriate CfE levels and SCQF levels with many pupils exceeding ERC and National Comparator Targets. | Pupil data Year tracking |
| | 10 | Literacy & numeracy are promoted consistently in all departments using posters and literacy labels highlighting the skills being taught and promoted. | Through 17-18 | Pupils engage in feedback for effective learning identifying progress, and setting clear targets for improvement. | ES exemplar materials / DHT discussions with PTs /Assmt. Grp. |
| Approaches to promoting literacy and numeracy are promoted with parents/carers | 11 | Parents have regular opportunities to support their child's progress by participating in a range of formal and informal activities. | Through 17-18 | Parents' evenings promote parental engagement/understanding and support learning at home. | Information Evenings Reporting Evenings |
| | 12 | Provide information to support parent knowledge, understanding and confidence, minimising the impact of poverty on learning and achievement. | Through 17-18 | The school can demonstrate the impact of partnerships with parents through improved outcomes for all pupils. | Information Evenings Reporting Evenings |

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**2017-18**

**Priority 3**   **Continue to develop the curriculum through a manageable and ambitious plan**

PTs (C), DHTs   DHTs
/ Teachers   PTs Dev.

| IMPACT ON LEARNERS | | ACTION REQUIRED | TIMESCALE | HOW WILL SUCCESS BE EVALUATED? | RESOURCES |
|---|---|---|---|---|---|
| Pupils experience a curriculum appropriate to their needs | 13 | All stakeholders contribute to the rationale, design and development of the curriculum providing progression within the framework of the 4 contexts of learning. | Through 17-18 | All understand what we are trying to achieve through the curriculum and about how the features of the school inform the design of the curriculum. | Briefing Papers DMs. Inset days. CPD time, CMG Parents' Evening |
| | 14 | Pupils experience breadth, depth, challenge and enjoyment in their learning consistent with prior achievement and learning needs. | Through 17-18 | Discuss the consistency of learning and teaching within departments identifying effective practice that leads to raised attainment. | Audits, Inset Days, CLPL, , programme of class visits |
| Pupils experience appropriate progression pathways | 15 | Continuity and progression through cluster working and articulation between the Broad General Education and the Senior Phase. | Through 17-18 | Pupils progress to 4$^{th}$ Level before end of S3, laying foundations for learning and qualifications in the Senior Phase, SCQF 4-7. | DMs. Inset days. CLPL time, S3 SIP Review |
| | 16 | Ensure pupils are sufficiently challenged by their learning with an emphasis on deep learning and understanding rather than simply covering a large amount of content. | Through 17-18 | Demonstrate progress in closing the attainment gap is verified EMIS, Standardised Assessments, and Insight data. | Timetable, S1-S6 Courses, Options Programme |
| Vision, mission and identity of the school is strengthened by a range CLPL | 17 | Staff are empowered to develop leadership at all levels to improve the overall capacity of the school and department. | Through 17-18 | CLPL opportunities and Leadership programmes are evaluated by staff and adjusted to meet teacher needs. | DMs. Inset days. CLPL time |
| | 18 | Structures in place to facilitate collegiate working maximising opportunities for staff learning within and beyond the school. | Through 17-18 | Time set aside for collaborative professional enquiry, evaluation of PRD, PU, and CLPL, teacher engagement in CLPL activities. | Inset days, CLPL Prog. Teacher evaluation |

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|---|---|---|
| | PTs (C, P), DHTs / Teachers | HT / DHTs / PTs (Dev) |

**Priority 4**   **Raise attainment and achievement, promoting equity for all young people**

| IMPACT ON LEARNERS | | ACTION REQUIRED | TIMESCALE | HOW WILL SUCCESS BE EVALUATED? | RESOURCES |
|---|---|---|---|---|---|
| High quality approaches to teaching and learning are evident within departments | 19 | Programme of '*learning visits*' for each department, promoting effective practice, sharing quality learning, teaching & assessment. | Through 17-18 | Monitor and evaluating learning and teaching and achievements, identifying required change. | DMs / Timetabled time |
| | 20 | *Visits* programme empowers teachers to review pedagogy, learning & assessment. | Through 17-18 | Teachers share their understanding of standards of pedagogy and assessment, and strategies for raising attainment. | DMs / PRD / Inset days |
| Pupils are challenged to improve their attainment by giving of their very best in all that they do | 21 | Pupils achieve success in national examinations and standardised tests as measured against the virtual comparator. | Through 17-18 | Increase the number of pupils gaining 5 awards at SCQF levels 4, 5,6 & one at SCQF 7, linked to SIMD deciles / ERC targets. | Reports, overview of year group data |
| | 22 | Improve attainment of lowest achieving 20%, targeting staffing to intervene to *close the gap* and *raise the bar.* | Through 17-18 | Analyse data and agree action to be taken by the school & departments to address issues identified. | Reports. Year data, PSHE |
| Pupils and parents are actively involved in evaluating the quality of education | 23 | Pupils are fully involved in improving the life and work of the school through discussions, and by taking lead roles in aspects of school improvement. | Through 17-18 | Pupils are fully engaged reviewing their experience of learning, teaching, assessment, achievement. Points for action identified and progressed. | Pupil interviews Focus Groups Pupil Council |
| | 24 | Parents are engaged in a range of activities which develop their knowledge and understanding of the curriculum. | Through 17-18 | Parents have opportunities to support improvement, participating in formal and informal activities and evaluations of school life. | Information Evenings and Parents' Evenings. |

**2017-18**

**Priority 5**

**Prepare young people spiritually, intellectually & emotionally, encouraging involvement in school life and promoting opportunities to exercise leadership and personal responsibility**

PTs (C, P),
DHTs /
Teachers

DHTs /
PTs (Dev)

| IMPACT ON LEARNERS | | ACTION REQUIRED | TIMESCALE | HOW WILL SUCCESS BE EVALUATED? | RESOURCES |
|---|---|---|---|---|---|
| The curriculum provides a rich and challenging educational experience: spiritual, academic, pastoral and vocational | 25 | The learning environment is built on positive, nurturing, inclusive and appropriately challenging relationships which lead to high-quality learning outcomes and improved attainment. | Through 17-18 | Pupils are successful, confident and responsible and contribute effectively to the life of the school and wider community in a range of well-planned activities. | Circular , DM discussions / presentations |
| | 26 | Planning for progression is in place for the four contexts & illustrates how knowledge, understanding and skills are built over time and contribute to the *cura personalis* of all. | Through 17-18 | Planning is proportionate and manageable and clearly identifies what is to be learned, assessed, recorded and reported. | Class time. Course reviews, Pupil and Staff views |
| Pupils make connections in their learning through exploring clear and relevant links across the curriculum. | 27 | Literacy, numeracy, creativity, health & wellbeing, digital & employability skills are promoted and embedded across the curriculum. | Through 17-18 | Pupils understand the importance of these skills to their lives now and in the future. | Presentations & Discussions -, DMs / CLPL / inset days |
| | 28 | Activities are promoted that encourage leadership, community involvement, voluntary work, learning for sustainability. | Through 17-18 | Pupils are able to demonstrate and apply their skills and learning to new contexts in subjects and across the curriculum. | Inset days / CLPL time / DMs |
| The senior phase curriculum supports transition planning with partners beyond school | 29 | Young people participate in decision-making about their learning pathways and future career aspirations. | Through 17-18 | All young people are successful in moving on to a sustained positive destination on leaving school. | PSHE time Careers Events |
| | 30 | DYW incorporated into the curriculum increasing number of pupils with vocational qualifications at SCQF 5 & above. | Through 17-18 | All pupils have an appropriate place in learning, training, or employment, including those most vulnerable. | Review of pupil curriculum and attainment data. |

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**Our Vision is to be a school that:**

- is welcoming with genuine friendliness, concern and sense of community
- strives for educational excellence
- encourages the value of hard work
- encourages staff to reflect on the Gospel and its call to mission
- recognizes the uniqueness and dignity of each student as a gift of God
- is joyful, optimistic and genuinely happy
- speaks of Jesus' love through the strength of the loving kindness of our staff
- seeks opportunities for celebration
- recognises and expresses our Catholic Tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programmes

**Our Aim:**

We aim to help pupils achieve their full potential in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

We will contribute to the ERC vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences.*

The intention is that all young people are Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible, & Included.

Through the implementation of Curriculum for Excellence it is our ambition that young people will develop as:

Responsible citizens
Successful learners
Effective contributors
Confident individuals

**Our Commitment:**

In order to achieve our vision and meet our aim, we are committed to:

- Promoting gospel values as a way of life
- Advancing equality of opportunity and social justice
- Providing a range of educational courses and opportunities which equip students with the knowledge and skills they require to meet future challenges
- Encouraging a view of education as a continuous, lifelong process
- Fostering a spirit of partnership among students and staff, between home and school and community
- Providing a well-ordered, attractive and well-resourced environment
- Promoting the health and wellbeing of all

# Floreat Iuventus