

**Saint Ninian's**  
**High School**  
**Standards**  
**&**  
**Quality**



**2017-18**

## Context of the School

### **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 Programme.

### **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 promote through our work 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 pupils, 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 school and local community.
- Providing a well-ordered, attractive and well-resourced environment.
- Promoting the health and wellbeing of all

## School Improvement Plan Priorities 2018-19 (Year 3)

- 1. Develop teacher knowledge, understanding and confidence in applying assessment approaches for Curriculum for Excellence & National Qualifications (teacher judgements, moderation, recording and reporting)**
- 2. Improve teaching, learning, and attainment in literacy and numeracy**
- 3. Continue to develop the curriculum through a manageable and ambitious plan**
- 4. Raise attainment and achievement, promoting equity for all young people**
- 5. Prepare young people spiritually, intellectually and emotionally, encouraging involvement in school life, and promoting opportunities to exercise leadership and personal responsibility**

The School Plan reflects the priorities identified in the 2018 National Improvement Framework and Improvement Plan for Scottish Education, and Local Authority Plan 2018-2021, delivering excellence and equity for all. Both documents will guide our work through 18-19 enabling our school to:

- exploit fully the flexibility of Curriculum for Excellence to meet better the needs of all pupils;
- improve arrangements for assessment and tracking to provide personalised guidance and support throughout the learner journey;
- maximise the contribution of partnerships with other services, parents and the wider community to enhance young people's learning experiences;
- improve further the use of self-evaluation and improvement approaches to ensure consistent high quality of provision;
- grow a culture of collaboration within and across establishments and services to drive innovation, sharing of practice and collective improvement.
- promote the highest quality of leadership at every level in our school ensuring that the necessary improvements across all of these priority areas are achieved successfully.

## Method of Gathering Evidence

The range of evidence gathered to evaluate our work includes:

- benchmarking the quality of work with schools of similar characteristics and of identified effective practice using EMIS, Insight and school data.
- moderation at school, cluster, authority and inter-authority/national levels;
- staff peer evaluation;
- pupils' evaluations of their learning experiences;
- monitoring of learning and teaching, attainment and achievement throughout the year;
- surveys carried out with staff, pupils and parents;
- whole school/departmental evaluation through audit;
- themed audits focusing on a particular aspect of the work of the school which cuts across specialisms and quality indicators;
- observation of practices with pupils and staff, and by managers through, for example learning visits and learning walks where the focus is on the experiences of the users;
- focus group discussions with pupils, teaching and support staff, parents, users;
- information from partners such as educational psychologist, campus police officers, school nurse, Community Learning, SDS personnel, vocational staff, HE/FE/ Local employers, etc.
- Discussion and reviews with staff through informal and formal means, PRD exercises, reviews within departments using HGIOS, Departmental Audits, policies.
- Feedback from staff, pupils and parents in various forums and discussion groups e.g. Inset day activities, focus groups of pupils, Pupil Council, Parents' Evenings, Questionnaires, etc...
- Level of staff engagement in professional development such as CLPL events, attendance at information evenings / curricular events, participation in national events, ERC events.
- Results and analysis of questionnaires used in the Transitions Review / S3 Review.
- Extent of professional mentoring, coaching and peer support programmes with newly appointed and newly qualified teachers
- Standard of teaching and learning from learning visits, co-op. teaching, small group teaching,
- Outcomes of CLPL programme, PRD process and CLPL requests,
- Participation of staff in the spiritual life of the school / diocese & archdiocese events
- Feedback from parents through questionnaires, evaluations, focus groups, interviews, etc...
- Level of parent involvement and participation in events / activities
- Level of former pupils' involvement in supporting pupils
- Extent of partnerships with other schools and agencies, employers, ERC, SQA, etc...
- Impact of improvements in school infrastructure on pupil learning and wellbeing

- Improved resources available for use by pupils and staff
- Pupil evaluations of learning & teaching
- Thematic reviews– e.g. digital learning, creativity, DYW.
- Number of teaching and support staff directed to support improvement, attainment, achievement
- Number of pupils involved in the wider life of the school
- Number of parents involved in the life of our school- Friends of St. Ninian's, Parent Council.
- Analysis of Pupil Reports - Full / Interim / UCAS / References / 'Sweeps'
- Analysis of National Data (Insight) and ERC SQA results analysis / attainment S1-S6 analysis
- Analysis of pupil engagement and behaviour ( exclusions / referrals) / parental complaints
- Links with ERC QIOs / QIMs / Directorate / ERC staff
- Links with external bodies: Colleges, Universities, SDS, Support Services, etc...
- Discussions with PTs on curricular improvements and staff involvement in planning for improvement at whole school, pastoral and departmental level
- Participation in school, departmental, Local Authority and National CPD programmes
- A review of the staff induction programme and quality of communication with staff
- Analysis of school timetable staff time, support for workload, etc.
- Staffing standards at key points in the year : Sept-March, April-May (Exam Leave)
- Weekly Bulletin – Information / memos / thanks / HT Memos
- Parental & Pupil Booklets / Newsletters / Twitter feeds / Website information
- Letters of thanks / congratulations
- The National Delivery Plan which outlines the steps the Scottish Government has asked schools' to take to achieve key improvements in education, building on the work contained in the National Improvement Framework.
- HMI documents / ES Documents & online Newsletters
- The suite of documents below (*hyperlinked*) providing practical advice for teachers and practitioners on planning learning, teaching and assessment
- Letter from John Swinney MSP, Dep. First Minister/Cabinet Secretary for Education & Skills
- CfE: A Statement for Practitioners from HM Chief Inspector of Education
- Benchmarks for literacy/English and numeracy/Mathematics and other curricular areas.

The following references and links have influenced the delivery of the priorities 17-18:

<http://www.gov.scot/Publications/2017/12/2207/0>

<https://education.gov.scot/improvement>

<https://education.gov.scot/improvement/self-evaluation/HGIOS4>

<http://www.gtcs.org.uk/professional-standards/professional-standards.aspx>

Assessing Children's Progress – information for parents and parents

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/>

[NatonalImprovementFramework](#)

Curriculum for Excellence

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/>

[whatiscurriculumforexcellence/index.asp](#)

Curriculum for Excellence Implementation Plan 2016/17

[http://www.educationscotland.gov.uk/Images/CfE201617ImplementationPlan\\_tcm4-876558.pdf](http://www.educationscotland.gov.uk/Images/CfE201617ImplementationPlan_tcm4-876558.pdf)

Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland

<http://www.gov.scot/Publications/2016/06/3853/0>

Health and Wellbeing in Curriculum for Excellence

<http://www.gov.scot/Topics/Education/Schools/HLivi>

Parental Involvement Act:

<http://www.gov.scot/Topics/Education/Schools/Parents>

Parent Communications Plan

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/govscot>

Parentzone

<http://www.educationscotland.gov.uk/parentzone/>

Scottish Attainment Challenge

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

the National Improvement Framework

<https://education.gov.scot/improvement/Pages/nif-driving-excellence.aspx>

<https://blogs.glowscotland.org.uk/glowblogs/eslb/>

<https://education.gov.scot/improvement/learning->

[resources/A%20summary%20of%20Developing%20the%20Young%20Workforce%20\(DYW\)%20resources](#)



**How good is our leadership and approach to improvement?****(1.1, 1.2, 1.3)****Evaluation:6****NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

**School Priorities**

- Improve the quality of pedagogy, learning, and assessment
- Raise attainment and achievement, promoting equity for all young people
- Improve attainment in literacy & numeracy
- Develop the quality and impact of leadership at all levels
- Review the leadership of the curriculum and the impact of CfE on the experiences, attainment and achievement of pupils between the BGE & Senior Phase

**NIF Driver(s)**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

**Local Improvement Plan – Expected Outcome / Impact**

- Improved attainment in the senior phase
- Improved reading, writing and mathematics attainment throughout the BGE
- improved attainment of disadvantaged pupils
- Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- Positive culture in health and wellbeing
- Resources which lead to improvements

***Progress, Impact and Outcomes***

Demonstrable progress in closing the attainment gap across all national benchmarks verified by data from SQA, Insight, EMIS and departmental summary charts and tables, 2017; (literacy, numeracy, attainment for all, looked after status, additional support needs, English as an additional language, gender, ethnicity, sustained positive destinations, aspects of health and wellbeing and SIMD (see Equity & Excellence Summary Publication, 2016-17). Current data across all year groups illustrates a clear reduction in the disparity between those living in advantaged areas compared to those residing in deprived areas.

There is a greater rate of increase in the proportion of students attaining 1 or more qualifications, SCQF levels 4, 5 and 6 and 7 in the most deprived SIMD areas than in the least deprived.

Increased the number of school leavers who left with one or more vocational qualifications at SCQF level 2-5 or better, compared with in 2014/15 and in 2015/16.

PTs of Maths and English have led discussions in their departments using data from Teacher Judgements and Standardised Tests. These discussions have highlighted groups of students who require further input from the department and resources have been allocated as required.

Working with our colleagues across the Cluster we have used data from Standardised Tests and Teacher Judgements to design a gradient of learning. This will be shared with all appropriate cluster staff through in-service presentation.

Our Participation Measure (*PM: data used to identify what activities individuals (16-19yrs) progress on to when they have completed a course of learning, training or a period of employment*) informs us that the learning and training system works very well for the majority of our 16-19 year olds. With ERC and Skills Development Scotland (SDS), we are using data to identify and help individuals who require guidance to access learning, training or employability support.

Effective use of the school budget has been significant in facilitating interventions by partners and teachers that promotes equity for all, raised attainment, closing the poverty related attainment gap. Our final outcomes continue to exceed the ERC target and the Virtual Comparator.

Teachers have reviewed with our young people teaching approaches within their department evaluating the pace of curricular change ensuring our implementation strategies are having a positive impact on students. The methodologies of our teachers have reinforced the vision, values and aims we have for all young people and which are highlighted in the School Plan.

We have in place systems to validate the quality of teaching, learning and assessment through quality assurance exercises that have encouraged staff to critically reflect their own practice. A significant number of lessons were observed in the August-December 2017 which highlighted that the quality of learning continues to be very good with examples of outstanding teaching.

A planned programme of classroom observations and CLPL is in place for NQTs and Student teachers. Teachers offer professional evaluative comments on the quality of learning and teaching in a supportive and positive manner.

Staffs at all levels are taking on leadership roles. They are taking positive steps to use their knowledge and understanding of the socio-economic profile of our school community and use this information to ensure the delivery of our vision, values and aims.

Departments continue to focus on the effectiveness of departmental assessment approaches, shared expectations of standards, and collegiate arrangements for moderation across year stages. All staff benefit from the comprehensive CLPL programme advertised through the weekly newsletter allowing participation in professional learning which improves outcomes for pupils.

CLPL programme is recognised as a model of best practice and linked to thematic, subject, and cross curricular areas of professional learning and improvement identified through departmental PRD outcomes and personal requests.

Staff are highly committed to and regularly participate in CLPL events, in and out of school. Levels of engagement in professional learning, professional update, masters qualifications are increasing and strong support for initial teacher education through clear links with the universities

Within departments and in whole school matters staff are taking on significant leadership roles in the delivery of in-house CLPL sessions which enable staff to learn from each other and build on the skills and talents of staff promoting leadership capacity.

Departments report that pupils are confidently engaged in reviewing their own learning as well as the work of the school. The reporting schedule provides pupils with opportunities to reflect on learning, progress and achievement. Formal parent's evenings provide the opportunity for pupils and parents to discuss learning and achievement, and next steps.

The Reporting and Assessment Group have looked at effective assessment strategies across all subjects and at all levels ensuring national guidance is applied. Joint working has developed and enhanced the skill-set of teachers resulting in more opportunities for professional dialogue as staff have the opportunity to meet with colleagues and work collaboratively

Staff can effectively use data gathered to ensure effective and improved outcomes for all learners including those in our lowest SIMD as well as those who are looked after. Early intervention by tracking and monitoring pupil progress, wellbeing, and identifying areas for action.

Departments and Support for Learning provide support for staff who teach our most vulnerable young people providing targeted support, excellent experiences, and accreditation of outcomes.

Parents have opportunities to support improvement through parent focus groups for each year group at least once a year. Parents are invited to give evaluative comments before and after parent-teacher meetings. Parents are encouraged to take part in literacy, numeracy, and study skills workshops, and are panel members for teacher appointments.

Teachers have worked collaboratively across themes such as STEM, Creativity, DYW, and Digital Learning, promoting very positive outcomes for pupils in all year groups.

Adaptations to current courses offered in school e.g. Languages for life & work, Creative Industries, Photography, Introduction of the Food Hygiene and Cooking Skills, have been introduced to broaden learner pathways in the senior phase offering SCQF level 5 qualifications.

We continue to expand the vocational programme offering excellent opportunities and experiences for young people who are gaining industry recognised qualifications and broadening their employability skills. Successes are being increasingly recognised by school and ERC awards to our young people.

### *Next Steps*

CLPL to develop further our culture that promotes the national ambition of a school-teacher led education system, which enhances leadership for learning, and supports and encourages school leaders to embrace their new and more empowered role.

We will support the suite of programmes being developed within ERC that promotes Teacher Leadership pathways, Into Headship, and the various Strategies for Leadership Programmes outlined in the draft ERC Leadership Strategy 2018-21, issued to PTs/DHTs March 2018).

Significant departmental resources to be directed to develop the revised course specifications for Higher Courses 2018-19, preparing course content and course assessment.

To continue the programmes of collaborative working between ERC secondary schools, with colleagues in our Cluster, and with partners e.g. Colleges, enriching the learning of our pupils.

Principal Teachers with colleagues to monitor the impact of equity funding (national and ERC) on classroom interventions which lead to improved outcomes, improved attainment and wider opportunities for achievement for pupils and engagement with families.

Increase the interest and participation in achieving masters level qualifications leading to a higher skilled workforce.

To further Professional Recognition. Our work to date reflects teacher interest in this award. Evidence from discussions suggests a strong appetite for professional recognition amongst teachers which in time will lead to a profession with a wider skills base.

Continue to promote pupil engagement and motivation in their learning using HGIOS and points for action from pupil consultations and personal discussions.

Continue to develop a range of assessment tools and moderation activities to help teachers plan effective learning and teaching and develop a shared understanding of the progress a pupil should make for one year's input for the subjects they are studying.

Invite PTs to identify the main factors that influence student learning in their department for the different stages and the processes that maximise the impact of departmental decisions

Promote continued engagement in collaborative professional learning and enquiry, supporting teachers to undertake action research and use it to reflect on their own practice, make changes informed by evidence, and evaluate the impact of the changes made.

Continue to gather evidence on the quality of learning, teaching, progress in raising attainment and achievement, and the leadership of change through shared observations and discussions. Staff to be confident in discussing how they have improved their practice as a result of their professional learning activities and to share good practice and areas of specific expertise.

Analyse the school SNSA data and review within the setting of ERC and national expectations.

Improve the consistency of learning and teaching within departments identifying practice that leads to improved pedagogy and pupil expectations and experiences, and excellence and equity in terms of pupil progress, standards of summative attainment.

Recognise and act on pupil voice consistently across the school providing a wider range of evidence in all subjects and in all classes that young people are engaged in reviewing their own learning and the work of the school. Document our progress in a sufficiently detailed and evaluative way and report back to our student and teacher body.

Promote leadership opportunities with staff through short-life working groups in specific areas of school improvement: pupil engagement, BGE tracking, STEM, DYW (cluster), departmental databases, faith life.

Continue the focus on wider issues which impact on pupil attainment, achievement and equality of outcomes such as pupil resilience and mental wellbeing.

Highlight at Assemblies, through PSHE, in briefing to staff and on the school website and through parent communications such as twitter the wide range of strategies we adopt in our work that promote the positive mental health of our young people..

Continue to develop flexible learning pathways using the ERC vocational options, innovative school timetabling, and staffing decisions, that ensure pupils follow an appropriate pathway.

Continue to embed PSHE benchmarks into the PSHE/HWB curriculum for all year groups with lessons which have depth, challenge, enjoyment, and progression.

Career education standard '*I can statements*' reinforced in PSHE booklets and PSHE lessons.

Inform parents of the wide range of resources and specific lessons we teach which focus on pupil health and wellbeing.

Improve procedures (confidential overview / click & go registration / confidential memos / case conferences) to ensure staff are regularly updated on barriers to learning for vulnerable pupils.

Use data regularly at meetings with staff to aid their tracking and monitoring of learning helping them to determine their progress in closing the poverty-related attainment gap for their pupils.

Identify in teacher/staff briefings where things are working well and which teaching approaches are effective. Highlight areas for further improvement and where action is required. This activity will inform policy developments and decisions about allocation of human and financial resources.

Continue to use the Insight senior phase benchmarking tool and develop the use of the BGE Improvement Tool to support and develop focused dialogue with pupils, teachers, support staff, PTs, and parents, linked to teacher assessments and judgements which aid pupil progress.

Cluster Working in the area of DYW is developing 'Inspiration packs' for use with pupils and linked to the ERC DYW Plan. This will continue to feature in the Cluster Plan through 18-19.

**How good is the quality of care and education we offer?**

**(2.2, 2.3, 2.4)**

**Evaluation:6**

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

**School Priorities**

- Raise attainment and achievement, promoting equity for all young people
- Prepare young people spiritually, intellectually & emotionally, encouraging involvement in school life and promoting opportunities to exercise leadership and personal responsibility
- Continue to develop the curriculum through a manageable and ambitious plan

**NIF Driver(s)**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

**Local Improvement Plan – Expected Outcome / Impact**

- ethos of high expectations and achievement
- culture of self-evaluation & continuous improvement
- A skilled and confident workforce
- A culture of professional enquiry
- Improvement in school leaver destinations
- Increase in the number of pupils, school leavers well-developed employability skills
- Increase the % of pupils celebrating personal achievements
- High levels of parental engagement

***Progress, Impact and Outcomes***

Use of data within BGE and SP has helped teachers to identify areas where good practice exists and where high impact interventions have made a difference. This has been particularly effective with young people who experience barriers to learning caused by additional support needs.

The data being collected on pupil progress continues to help inform a shared understanding on areas where focused action is required to reduce the gap in attainment and health and wellbeing between young people from the most and least deprived areas.

The evidence being gathered and published confirms that teachers are becoming increasingly confident about making judgements on achievement of a CfE level.

Departments have developed significant resources for the Broad General Education and introduced the curricular changes for the new National Qualifications, National 3-5.

PTs have taken steps to streamline national qualifications course documentation for and reduce teacher bureaucracy.

PTs and DHTs have used HGIOS 4 to update evaluations of various QIs providing a summary of performance across specific areas, producing a self-evaluation profile which will be used 18-19. Pastoral PTs have used HGIOS 4 to review the QIs associated with wellbeing and quality of care.

Young peoples' learning and wider achievement have been supported through partnership working with schools in ERC, colleges, specific *support for learning* providers, leading to the recognition of a diverse range of achievements through school, ERC and national awards.

More young people are seeing a wider range of achievements being accredited through youth award schemes which offer pupils opportunities to develop new knowledge, skills and attributes.

Departments are continuing to develop opportunities for interdisciplinary learning, making links across learning. Reviews in creativity, digital learning, YPI, DYW, RE & English 'Virtues', Rapid Response, have highlighted staff awareness of cross-curricular links enabling connections to be made in a natural manner.

Young people have gained an extensive array of achievements in a wide range of activities in and out of school and these have been celebrated at assemblies and promoted on the website, twitter, yammer, parent and staff presentations, weekly bulletin, school, ERC, and national publications.

Departments offer a wide range of opportunities for learners to evaluate their learning. The pupil Council meets once per term and there are year group focus groups to discuss learning and teaching matters. Details of these meetings are posted on our school website and shared with all pupils through PSHE and assemblies. A number of pupil led videos have been produced.

*Feedback for effective learning* has become an essential teaching strategy that promotes personal support, regular conversations about progress, an understanding of what helps young people to learn, and is increasingly recognised as crucial to pupil success across their subjects.

Tracking data is clearly linked to high quality feedback to pupils. 3 times a year pupils receive formalised high quality feedback from their teachers, pastoral PT and Year Head following a reporting period. This aids their understanding of their progress in learning and what they need to do to improve. This is reinforced by Pastoral Support staff and Year Head in their discussions

with pupils at risk of underachieving and with their parents. Appropriate support is put in place.

Evaluations of our programme of family engagement and learning are highly positive. We have used QI 2.5 *Family Learning* from *How Good is Our School? 4* to evaluate progress and inform our improvement plan developing targets to improve partnership approaches which will improve consistency of standards for families accessing family learning programmes.

We continue to develop our well-established links with Community Learning and Development (CLD) and partners such as health, library services and, the third sector

Self-evaluation evidence suggests that there is strong teacher ambition to make progress with the NIF priorities thereby closing the poverty-related attainment gap in literacy and numeracy.

We have increased our focus on the careers standard in the BGE and increased partnership working with SDS and other partners to provide appropriate positive destinations.

On-going curriculum design in the senior phase (SP) has ensured pupils are offered a robust, challenging and enjoyable curriculum at the transition stage from the BGE and through the SP.

Teachers regularly provide the opportunity for pupils to identify skills being developed across their curriculum. Pupils articulate these skills in class and apply them to their learning as they progress from the BGE to the Senior Phase. This is reported to parents using PSHE booklets.

The BGE is celebrated at an 'End of Year BGE Ceremony' with S3 Pupils.

Teachers have applied in their teaching digital technologies that improve learning and teaching by using platforms that include GLOW, Yammer, Office 365, Wi-Fi and Bring Your Own Device (BYOD).

WE have submitted examples of good practice to Education Scotland and gathered evidence to apply for the Digital Schools Award.

Achievements are posted online through twitter/instagram/website keeping pupils, parents, staff and other stakeholders informed. Twitter engagement is very high.

Pupil and parent focus groups allow formal discussions on curriculum developments as well as feedback on curriculum progression.

Parent Council meetings have facilitated further discussions on the curriculum with parents as well as elected officials, providing all stake holders with a clear understanding of what the school is trying to achieve through its vision, values and aims and rationale and design of the curriculum.

The school promotes a strong ethos that encourages pupils to develop their God given talents building the character of each child and promoting the development of the whole child.

The S1 Tracking System has been developed drawing upon international research and practice. The tracking data incorporates previous tracking position and improvement/ decline in pupil attainment.

### *Next Steps*

We will use national standardised assessments to target improvement in literacy and numeracy, especially amongst learners at risk of poorer outcomes due to barriers to learning.

Improvement activities in the school year will continue to focus on the quality and consistency of data collection for standards of attainment and the health and wellbeing benchmarks.

Improving data literacy amongst teachers will continue to remain a key focus over the coming year and the use of the Scottish National Standardised Assessments, the Insight Senior phase Benchmarking Tool and the soon to be launched BGE Improvement Tool will provide the means for supporting this activity. The priority will be to allow these improvement tools and approaches to bed in and to avoid further changes which could increase workload for teachers.

As part of the national approach to Getting It Right for Every Child, we will increase our focus on better prevention and mitigation of childhood adversity. The term adverse childhood experiences (ACEs) refers to stressful events occurring in childhood, including abuse, neglect and growing-up in a household in which there are adults experiencing difficulties such as parental separation, substance misuse, mental health conditions, domestic abuse, and imprisonment. We will identify where barriers exist and put in place action to address the issues identified.

The development of family learning and engagement remains a priority within our school

Time is allocated and protected on in-service days to ensure teachers have time for departmental professional learning and collegiate working to develop the curriculum.

In the senior phase we will encourage pupils to play an active role in the school and wider community and regularly take on leadership roles including leading learning, student tutors, community placements, speakers at parent information evenings, subject ambassadors, etc.

For ASN pupils continue to develop high quality individualised and purposeful progression pathways, offering an enhanced / elaborated curriculum involving vocational courses, work experience, input from Isobel Mair School, and third way partnership working.

Develop learner pathways and accreditation for pupils in the. Achieve, Mindful Art Groups, and utilise additional staffing to mentor and coach the young people involved.

Staff will use the JST meetings to evaluate the recorded child wellbeing plan encouraging the contribution and involvement of pupils and their parents in decisions about how their needs will be met.

PTs will establish a regular programme of learning and teaching observations throughout 18-19 and set aside time for departmental professional discussions to evaluate the lessons observed.

Sampling of pupil work and activities will form a key element of senior staff liaison with their linked department to identify examples of good practice, to highlight effective practice beyond the department, and to identify with the PT areas for future focus and action.

Pupil and Parent focus groups will take place regularly throughout the year and findings will be used to improve further the quality of care and education of our young people.

Use component data from reading and mathematics standardised tests to target teacher intervention to raise pupil competence in the skills identified.

Use Standardised Tests analysis and CfE benchmarks to further refine professional judgements.

PSAs encouraged to embrace and undertake CLPL and to access online CLPL support.

Departments to continue to work collaboratively to deliver curricular programmes – Design and Technology, pupil led S1 master-classes in Spanish and in Mandarin, YPI (S2 RE/PSHE), Values (S3 RE/English), STEM events, Careers Evenings, PSHE Speaker enrichment programmes from S1-S6.

Further develop opportunities for pupils in Foundation Apprenticeships sessions and courses.

Develop Subject Ambassadors and Student Leadership to support curricular work in BGE, SP, health and wellbeing in PSHE.

Use the Education Scotland curricular guidance / support materials to further develop an understanding of learner participation and plan for its implementation within our school

Continue to develop opportunities for pupils involvement in school governance matters through school improvement processes and self-evaluation exercises linked to the Pupil Plan

Develop a clear definition of learner participation, the principles for participation, the rationale and benefits of participation, and an outline of the four arenas in which participation happens. (Details available at <https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18>).

Pupils from S1 to S6 to be involved in sharing evaluative comments on the quality of their learning with staff, help review the school improvement plan, and to work collaboratively with teachers to take responsibility for developing and implementing the targets set in the Pupil Plan.

Develop the use of ‘**How good is OUR school?**’ to support improvement in learner participation in self-evaluation and school improvement - <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

Refine our S1 tracking programme to provide feedback to staff on the Year Group overview of pupil ‘participation and engagement’. This will assist staff to identify pathways for young people and ensure a rigorous approach to interventions to promote Health and Wellbeing of pupils.

Used data to inform and support our evidence-based approach to SIP Year 3 evaluations and this Report.

**How good are we at ensuring the best possible outcomes for all our children / pupils?**

(3.1, 3.2)

**Evaluation:6**

**NIF Priority**

- Improvement in attainment, esp. in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged
- Improvement in young people’s health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

**School Priorities**

- Develop teacher knowledge, understanding & confidence in applying assessment approaches for CfE & Qualifications (teacher judgements, moderation, profiling, & reporting)
- Improve teaching, learning and attainment in literacy & numeracy
- Continue to develop the curriculum through a manageable and ambitious plan
- Raise attainment and achievement, promoting equity for all young people.

**NIF Driver(s)**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

**Local Improvement Plan – Expected Outcome / Impact**

- Curriculum enables all to achieve
- Support & develop the personalities, talents, mental, spiritual and physical abilities
- Increase opportunities for pupils to develop knowledge, understanding & the skills for life & active participation in a global multicultural society & Scotland’s place in it
- Focus on Getting It Right For Every Child
- Partnership working ensures smooth transition from primary to secondary, and secondary to positive & sustained destination
- ASN Needs of young people addressed

***Progress, Impact and Outcomes***

Our ethos encourages all pupils to strive for excellence, encouraging the use of their talents.

We continue to evaluate the impact of our work and approaches to wellbeing, equality and inclusion through the increasing use of, and reference to, the GIRFEC wellbeing indicators.

Pupil Council Minutes and Focus Group Discussions inform us that our young people have an increasing voice and feel included in decision-making. Positive progress is being made in how we identify barriers to learning.

A more strategic approach to targeting teachers by PTs has improved the impact of interventions and delivered positive outcomes for young people leading to improved pupil wellbeing.

Evidence exists to inform us that teachers are becoming increasingly more confident about making judgements of a CfE level. Collaborative work through moderation activities is encouraging the use of a variety of ways to promote better understanding of the CfE benchmarks and to develop a consistent approach to moderation.

Teachers use the Education Scotland Moderation Hub to improve the consistency of evaluations.

We use standardised assessments to provide additional information to support teachers' professional judgements. Overall, moderation continues to be a focus across all departments. There is a growing confidence that the processes being developed are leading to greater consistency of teachers' judgements of CfE levels in literacy and numeracy.

Staffs have an increased focus around data and the identification of 'gaps' in attainment and achievement and the data is increasingly well used by staff to develop learning strategies.

Pupils are encouraged to embark on leadership initiatives and to gain accreditation for their volunteering/service to others. Many young people are successful in achieving SALTIRE awards and S5 pupils take responsibility for the management and running of the school based Credit Union which offers young people an opportunity to develop new knowledge and skills

Depute Head teachers work effectively with Principal Teachers/Faculty Heads to promote consistency in the quality of learning and teaching in departments through professional dialogue, classroom visits and sampling pupil work. A programme of learning visits within departments.

The percentage of young people leaving school for positive destinations continues to be consistently high.

Pupils receive high quality support in their transition beyond school e.g. UCAS application, career evenings , mock interviews , college application programme, career mentoring programme, SDS staff for post school transitions, activity agreement, vocational programme.

Parents' evening and curricular evening evaluations are used to facilitate the contribution of parents and carers to school improvement and decision making that affect the school and to use the skills of parents and carers to enrich the curriculum

Reviews, Evaluations, and Focus Groups through 2016-18 highlighted the confidence of parents about approaching the school for further advice about their child's progress and wellbeing. The responses indicate that the overwhelming view of parents is that they are kept well informed about the work of their child and the progress they are making.

Teachers are very conscious in their work of the importance of their role in developing pupils

intellectually, socially, emotionally, and spiritually. Staff reinforce this through daily prayer, supporting faith events, and setting and expecting high standards in their classes.

Use of twitter, instagram, and year group yammer feeds, has been highly effective in promoting communication with pupils, staff, parents, local community, and partners.

Parents and pupils have spoken very highly of the development of Parent and Student Information Evenings related to a variety of different courses and careers. This has included Science, Technology, Engineering, Mathematics, Law, Business, Accountancy, Primary and Secondary Teaching, Arts, Humanities, Creative Arts, Medicine and Dentistry. These were highly successful as pupils and parents were given the opportunity to obtain application and interview advice from university admissions officers and lecturers, current undergraduates and leading professionals in these fields.

We have published information booklets for pupils who are applying through University and College Admissions Service (UCAS) and course specific brochures such as Medicine, Dentistry and Teaching. Pupils, parents, members of staff and industry professionals have commented on the high standard of these publications and how helpful they were for pupils' applications and interviews.

We have promoted a number of SQA awards for pupils at different key stages such as the Wellbeing Award, Volunteering Skills, Leadership and Personal Development awards. These qualifications give our pupils further opportunities for achievement and promote employability skills such as leadership, teamwork and communication.

We have applied to become an SCQF Ambassador School.

We have integrated the use of GIRFEC and wellbeing indicators into confidential pupil memos.

The dedicated PSHE period each week with Pastoral teacher and regular year group assemblies with Year Heads' has been used very effectively to promote all aspects of health and wellbeing.

We have promoted opportunities for achievement through a very extensive co-curricular programme and identified opportunities for pupils through effective tracking and monitoring of pupil progress and pupil wellbeing, participation and engagement.

The classroom observation programmes, has enabled staff to recognise the high quality of interactions and relationships between pupils and their teachers. This has been further reinforced through comments at focus groups by pupils and parents and through ERC questionnaires.

There is evidence of improved outcomes and a significant closing of the attainment gap for a range of pupils in the senior phase, including literacy and numeracy outcomes at SCQF level.

The school and departments have produced resources for use with pupils, teachers, and parents, which promote good mental health and help pupils deal with the pressures of homework, revision and preparing for national exams.

### *Next Steps*

Continue to develop our inclusive ethos which places the formation of the whole child, made in the image and likeness of God, at the centre of all we do. This has been achieved by continuing to foster positive relationships between pupils, parents and staff and through daily prayers, morning Mass, numerous Faith and inter-faith events, and charity work.

Embed in our work an inclusive ethos which honours the life, dignity and voice of each young person made in the image and likeness of God.

With all staff develop a shared understanding of the new system to track participation and engagement in the lower school. Analysis and interrogation of data will identify learners who could benefit from further support and encourage uptake of extra-curricular opportunities.

Continue to review and develop a programme of learning and teaching observations throughout the year and encourage professional discussions to evaluate each lesson.

Ensure sampling of work from each department to identify examples of good practice and identify areas for future improvement.

Ensure that all assemblies promote aspects of faith life, and health and wellbeing through opportunities both in and out school, utilising a programme of external speakers at PSHE and assemblies to reinforced the importance of faith and health & wellbeing

Continue to ensure that the ethos of our school permeates everything that we do.

Offer the widest range of learner pathways through the vocational programme and introduction of Foundation Apprenticeships (5 pupils have completed year 1).

Ensure that pupils have access to most appropriate educational pathway.

'Stay on' rate in the senior phase along with SLDR figures highlight that our 'elaborated curriculum' is highly successful for our pupils with additional needs.

Continue and sustain support of students after they have left school to find appropriate destinations. Develop a programme to support/advise former pupils.

Use alumni and our parent body to support our young people's education particularly through careers events, work experience, shadowing, etc.

Through learning and teaching, year group assemblies, and the school PSHE programme, themes such as health and wellbeing, diversity, equality and inclusion, e.g. substance misuse, internet safety, healthy food and lifestyles are delivered. This will aid the learners' knowledge and understanding and puts experiences into practice.

Deputy Head Teachers and Pastoral teachers work closely with partner agencies and ensure they are supporting pupil wellbeing, equality and inclusion, e.g. Campus Police, Active School Co-

ordinator, Social Work, CAMHS, Colleges, Careers Officers.

Through robust tracking of attainment in curricular areas and at all stages, the school's data demonstrates pupils are making very good progress. This come from confident teachers completing tracking reports as well as carrying out benchmarking and using the appropriate range of assessments leading to improvements in attainment.

Through focus groups, questionnaires and individual meetings with pastoral staff, pupils are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. Work experience, advice from careers officer and skills developed within the curriculum are used to prepare our pupils for the world of work.

Further room for improvement in parental understanding of what learning at home means and how to support learning in the home;

We will investigate if we can appoint a home -school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of the school. Tailored interventions for individuals and groups will utilise tracking data.

A comprehensive home-school partnership programme will contribute to our drive to develop an ethos of success, increase attainment, and promote engagement with parents through family learning. The programme includes strategies for raising attainment, peer support, pupil support, key transitions, wider achievement, and parental involvement.

Use our data rich approaches to provide the authority with a rounded evidence-base showing that we have improved key outcomes and closed the attainment gap over recent years. For example, there has been an improvement in the literacy and numeracy and a significant closing of the attainment gap for key groups of disadvantaged and vulnerable young people (including pupils living in SIMD deciles 1 and 2, pupils who are registered for free school meals, children with Additional Support Needs and looked after children).

Continue to promote revision classes which help prepare young people for departmental assessments and SQA national exams

Custom '*Revision & Study Plans*' to help vulnerable students plan their time before school assessments and their national exams.

Promote mental health training for teachers and use student mental health ambassadors within departments and PSHE classes to encourage young people to seek advice and support when needed.

Utilise international research by John Hattie on collective teacher efficacy, metacognitive strategies in action, and feedback that makes learning visible, to promote high quality learning and teaching, maximising impact through focusing on what works best, not simply what works.

Make strategic and operational decisions based on what we know for certain leads to a growth in student achievement

## **Pupil Equity Fund – How are we ensuring Excellence and Equity?**

*This should be an evaluative statement of the establishment's impact and outcomes as a result of the Pupil Equity Funding to close the attainment gap.*

Excellence and Equity should permeate the work of staff reflecting gospel values exemplified in catholic social teaching, promoting social justice and a preferential option for the most disadvantaged in our school community. The following approaches to addressing the equity gap have been promoted by teachers working on a wide range of methodologies that have closed the equity gap and raised attainment of pupils, especially those living in deciles 1-5. These include:

### **1. Improving early intervention**

Tracking allows identifiable concerns to be addressed through early intervention developing resilient pupils and helping prevent problems later

### **2. Promoting social and emotional wellbeing**

Pastoral Support staff have ensured that pupils are included, engaged and involved, promoting positive relationships and behaviour, and supporting pupil health & wellbeing.

### **3. Promoting healthy lifestyles and tackling health inequalities**

Enhanced staffing targeting improved levels of physical activity and healthy eating.

### **4. Identifying and driving strategies to improve attainment in literacy and numeracy**

Promoted specific skills in literacy and numeracy vital for young people to access learning, wider achievement opportunities, and preparation for HE, FE and employment. These skills are highlighted in the subject literacy and numeracy boards posted in each class.

### **5. Providing high quality learning and teaching**

Provided high quality learning and teaching resulting in improved outcomes for pupils especially those from disadvantaged backgrounds (Insight February 2017). We have promoted the use of high quality feedback through teacher-pupil dialogue to help pupils develop an understanding of their learning and what they need to do to improve their progress and achievements.

### **6. Providing focus and support targeted to learning needs**

Through Support for Learning & Pastoral Support we have identified and addressed barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child, and customised programmes for young people who need additional support leading to improved outcomes for our most vulnerable pupils and lowest 20%.

Examples include Achieve Group, PDAs, etc.

## **7. Promoting use of evidence and data**

Introduced a new S1 database to provide evidence to identify pupils not fully realising their potential and to inform targeted intervention and improvement work.

## **8. Developing employability skills and improving positive and sustained destinations**

Prepared pupils for the world of work and employment giving them a firm foundation for their future by encouraging access to the ERC vocational programme and offering in-house support through careers advice and events for pupils applying to HE, FE, employment, training, modern apprenticeships. PTs development identifying new areas and opportunities.

## **9. Engaging families and communities**

Helped parents to support their child's learning and worked with teachers and partners to address the impact of deprivation, leading to demonstrable improvements in attainment.

Intending to develop an App which will facilitate parental involvement.

## **10. Working with partners to develop innovative approaches to tackling inequity**

Promoted innovation and partnership arrangements, including School Improvement Partnerships, ERC Vocational Programme, Social Mobility Foundation, MRC partnerships.

## **11. Developing professional learning and leadership at all levels**

Promoted career long professional learning opportunities in and out of school with high levels of teacher participation. This CLPL has resulted in improved outcomes for pupils.

## **12. Conducting and using research**

Collected and promoted the use of knowledge and research to provide succinct and easily accessible advice for teachers, encouraging professional inquiry and collaboration. Two teacher groups have been established S1 Tracking & pupil Standards and Quality (How Good Is OUR School) to further involve young people in learning and school effectiveness.

East Renfrewshire's '*Using the Pupil Equity Fund Successfully to Maximise Improved Outcomes Guidance for Schools*' along with '*Pupil Equity Funding – National Operational Guidance – 2017*' have been influential in our planning of approaches to tackling inequity.

### **Equity Points:**

#### **S1**

As of Jan (Next set of Tracking for ERC due end of May):

91% achieved Level 2 Writing; FSM: 15 pupils: 100%; SIMD 1-3: 12 pupils: 92%;

Writing Gender M: 98% F: 94% achieved Level 2;

91% achieved Level 2 Reading; FSM: 15 pupils: 100%; SIMD 1-3: 12 pupils: 92%;

Reading Gender M: 87% F: 94% achieved Level 2

97% achieved Level 2 Numeracy; FSM: 15 pupils: 100%; SIMD 1-3: 12 pupils: 100%

Numeracy Gender M: 96% F: 98% achieved Level 2

**Action: Look at Male Reading May. EAL – look at capturing data in May**

**S2:**

Avg. 102 (Maths) 101 (English):

No Difference Boys and Girls (English)

Boys outperforming Girls in Maths (similar to ERC Picture)

Minority Ethnic performing the same as Non- Minority Ethnic in English

**Action: Address SIMD Imbalance and FSM imbalance**

**S3: Current Tracking:**

86% on track for 5+ N5's; 96% pupils on track for 5+ N4's

SIMD 1-10: Gap between 1 and 10 is only 24 Tariff Points (closing attainment gap?)

Pupils in lowest 20% academically outperforming last year's comparators

62 pupils (21%) have progressed since last report and picked up at least one extra pass at National 5 Level (breakdown 43M and 19F, Average SIMD 7.7).

8 pupils (3%) have regressed and dropped one pass at National 5 level since last report (February 2018) (breakdown 2M and 6F, Average SIMD 7.9).

**Action: Slight gender imbalance (71 points – Equivalent to 1 Nat 5 B)**

**Targeted support put in for pupils at risk of change of level**

**Look at capturing EAL data in future tracking**

We will benchmark our ambitious targets with the evidence provided in the 2018 National Improvement Framework and their annual Evidence Report thereby building up a clear picture of national progress versus school progress across the key drivers for improvement and of our overall progress towards achieving our priorities. Information about the performance of cohorts and groups of pupils has been used to help improve the moderation of teachers' judgements, and to provide us with a view of the value added by their teaching over time.

Our analysis of evidence gathered has helped identify where our work is making a significant difference and good practice is making an impact delivering the NIF priorities. Our self-evaluation has helped identify areas for improvement and action required. It has also informed planning developments and decisions about priorities for 18-19, including the allocation of PEF funding to staffing decisions to support teaching and learning.

## **What is our capacity for continuous improvement?**

*This should be a statement of the establishment's capacity for continuous improvement.*

The Scottish Government reforms and Local Authority procedures are devolving more freedom to determine the curriculum we offer within schools. This freedom has brought new collegial responsibilities and accountability – on teachers and on school leaders. These responsibilities have been embraced by colleagues to plan and implement a curriculum model that embodies the four purposes, which promotes excellence and high expectations for all, and which offers a framework which builds the confidence and competence of teachers promoting improved learning outcomes and higher standards of attainment and achievement for all pupils.

The focus of improvement activity will be on supporting leaders and practitioners, through school, ERC, and the regional improvement collaboratives, to further develop their skills to deliver professional learning for others, to drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty-related gap, and to continue to improve the capacity of staff to self-evaluate for improvement.

The national governance review has emphasised that key decisions be taken at a local level which will strengthen and enhance accountability in ways that help drive improvement while avoiding the distorting effects that can arise from external performance and reporting requirements. We have afforded a high priority to promoting improvement in the capacity of teachers and to support staff to self-evaluate and improve performance.

To embed the vision, aims and commitments into the life of our school we have explicitly addressed the interdependency between the curriculum and pedagogy. Decisions about learning, teaching and curriculum design are context and purpose specific to our school and so are best taken by our teachers themselves. We have encouraged and empowered teachers to collectively reflect upon, develop and deliver pedagogical approaches that build effective learning and teaching across our school and which can be identified throughout the curriculum, S1-S6.

Effective collaboration, within and across schools will strengthen our strategy to secure improved outcomes for all young people, whatever their socio-economic background and learning needs. These successes are confirmed through the achievement of the targets and national benchmark set by East Renfrewshire Council's Education Department and Scottish Government.

Collaboration and professional inquiry in departments, across our school, and with other schools, will be crucial to reducing the variability in the quality of provision which currently exists.

Committed leadership at all levels within Saint Ninian's has been an essential prerequisite for achieving the vision and aims we have for our young people. All teachers understand the purpose and structure of the curriculum and have the skills and attributes necessary to influence, support and deliver changes in their own curricular and pastoral context, particularly supporting colleagues develop their pedagogical skills as part of our wider 'self-improving' school system.

Our focus on delivering the highest quality of teaching is a key to improving our young people's learning and the outcomes they achieve. Through school and departmental plans we place a significant emphasis on improving the professionalism of teachers and the quality and impact of their professional learning.

Evidence from the evaluation of these aspects of school life confirms that there is a strong link between teachers' professional skills and competences and the quality of pupil's learning experiences. Plans record the commitment to ensuring the highest professional standards for all teachers and the highest standards and expectations for all young people in our care.

Our ambition is for all teachers to develop as enquiring professionals who are experts in teaching literacy and numeracy and promoting health and wellbeing. This is critical in ensuring the strongest possible progression in learning for all young people, promoting equity for all.

Our Strategic Plan, 16-19, has identified a range of approaches for staff, pupils, parents, partners, to be actively involved in ongoing self-evaluation activities with a focus on the following:

- Developing a shared vision, values and aims relevant to the school and our community. Our Improvement Plan sets out how we will drive improvement in the system. Crucially, it sets out a clear vision for our school.
- Professional engagement and collegiate working to ensure we have a highly professional, skilled workforce, who can exploit fully the potential of the curriculum. Teachers are engaging in a broad range of professional learning offered through our CLPL Programme addressing teacher priorities, and linked to the GTC's Professional Standards documents to guide their professional learning and development.

- Analysis and evaluation of intelligence and data: an extensive range of targeted approaches to closing the attainment gap, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. The annual Equity Document presents the most comprehensive understanding of the data, evidence and current action in our school alongside the data from EMIs and Insight. By bringing this data together we need to use that data intelligently, consistently and coherently, on a day to day basis, to help us improve our understanding of what is working well and to guide our interventions leading to improvement at all levels for all young people.
- The analysis and action will ensure that every child achieves the highest standards in literacy and numeracy set out within CfE levels, and the right range of skills, attributes, national qualifications and portfolio of achievements to allow them to succeed now and in the future.
- Improving outcomes for all young people is our top priority. There is excellent practice in our system and many young people achieve their potential. The challenge for all those involved in our school is to make that level of practice and those outcomes the reality for all. Collaboration and effective action at all levels in our school are key to driving improvement in literacy, numeracy and health and wellbeing and ensuring that all young people are able to reach their potential.
- Our collective understanding will continue to evolve in coming year and will be helpfully informed by engagement with the range of education partners helping us to secure improvement across all of the drivers of the National Improvement Framework.

Our vision aims and values sets before us the ideals of leadership of learning and the development of a community of faith, love, and learning. These phrases are a challenge to staff, young people and their parents to embrace a shared sense of responsibility for each other, and for our actions with regard to each other.

When a community of faith and learning is based on mutual respect, tolerance, and recognition of the value and giftedness of others, it is truly a community in which all can flourish. May that be our ambition for 2018-19.

## National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	6	
2.3 Learning, teaching and assessment	6	
3.1 Ensuring wellbeing, equity and inclusion	6	
3.2 Securing children's progress / Raising attainment and achievement	6	

### School Improvement Priorities 2018-2019

The School Improvement Plan for 2018-19 (Year 3) has been adjusted to take account of the advice and timescales described within the National Delivery Plan, HMI Quality & Improvement in Scottish Education 12-16 Report, ERC Local Improvement Plan 2017-18, and recent guidance from the Assessment and National Qualifications Group on changes to the National Qualifications. Our priorities for 2018-19 (Year 3) are as follows:

- **Develop teacher knowledge, understanding and confidence in applying assessment approaches for Curriculum for Excellence and National Qualifications (teacher judgement, moderation, recording and reporting).**
- **Improve teaching, learning, and attainment in literacy and numeracy drawing on best practices in teaching and learning.**
- **Continue to develop the curriculum through providing a broadly based, high quality education designed to enable all pupils to discover their strengths and to make the most of their talents within Saint Ninian's and beyond.**
- **Continue to deliver a very high standard of education which delivers improvement in attainment and achievement, promoting equity for all young people.**
- **Prepare young people spiritually, intellectually and emotionally, encouraging involvement in school life, and promoting opportunities to exercise leadership and personal responsibility.**

## **A Prayer for Teachers** (*Adrian Porter SJ*)

Lord,  
you have called me to teach  
and you give me your son, Jesus the Teacher, as my guide.  
You send me to be your face and word in school today,  
to bring your message of faith, hope and love.

With my pupils may I be always patient and understanding  
and never resentful or despairing.

With my colleagues may I be always generous and supportive  
and never dismissive or hurtful.

With those entrusted to lead the school may I be always  
considerate and constructive  
and never obstructive or difficult.

With myself may I be always grateful for daily blessings  
and never take things for granted.

With everyone I encounter today may I be just in my actions  
and forgiving with my words.

May I praise, not criticise; encourage, not deter;  
help, not hinder; accompany, not direct;  
and bring light and joy to those I meet. .

May my lessons be truthful and inspiring  
as they reveal the wonderful traces of your presence in creation  
and in the best of human kind.

May my classroom be a place of peace and respect,  
discovery and learning,  
where each person is given space and encouragement to flourish,  
growing to be the person you call them to be.

Give me energy, and faith and commitment,  
especially when I am tired or despondent,  
let down, or wondering if my efforts are worthwhile.

Give me the wisdom and strength of your Spirit,  
today and each day,  
that I may help the souls committed to my care  
for the common good  
and for your greater glory. Amen.

