

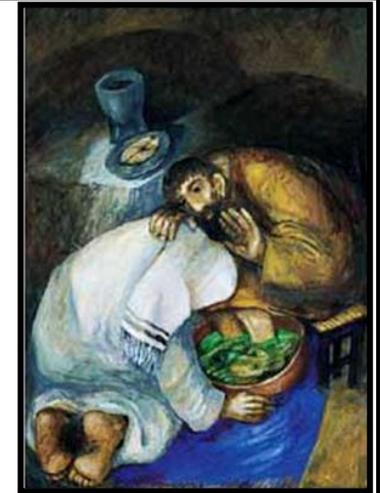
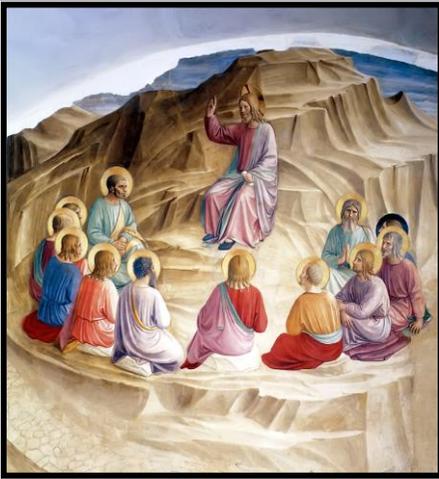
SAINT NINIAN'S HIGH SCHOOL

SCHOOL PLAN

2016-19

Year 3 (2018-19)





IMPROVEMENT PLAN

2016-19

(Year 3: 2018-19)

NIF key drivers for improvement	3 year priorities 2016-19	HGIOS 4
<p>School Leadership</p> <p>School Improvement</p> <p>Teacher professionalism</p>	<p>1</p> <ul style="list-style-type: none"> • Continue to provide a clear direction through a manageable and ambitious plan for the ongoing development of our school ethos and curriculum • Promote creativity, employability skills, and pupil wellbeing • Use HGIOS 4 & self-evaluation strategies to promote self-improvement 	<p>3.2, 1.1 2.2 , 3.3, 2.4</p>
<p>Assessment of pupils' progress</p> <p>Performance Information</p> <p>Teacher professionalism</p>	<p>2</p> <ul style="list-style-type: none"> • Improve the quality of pedagogy, learning, and assessment • Raise attainment and achievement, promoting equity for all young people • Improve attainment in literacy & numeracy 	<p>2.3 1.1 1.2</p>
<p>School Leadership</p> <p>Teacher professionalism</p> <p>School Improvement</p>	<p>3</p> <ul style="list-style-type: none"> • 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 learners between the BGE & Senior Phase • Work collaboratively to strengthen teacher understanding and implementation of key national policies including the <i>Scottish Attainment Challenge</i>, <i>Developing Scotland's Young Workforce</i> and <i>Learning for Sustainability</i> 	<p>1.3 1.2</p>
<p>Parental engagement</p>	<p>4</p> <ul style="list-style-type: none"> • Promote and develop further our programme of parental engagement and family learning. 	<p>2.5 2.7</p>

2018-19

Priority 1

Develop teacher knowledge, understanding & confidence in applying assessment approaches for CfE & Qualifications (teacher judgement, moderation, profiling, & 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 is guided by the advice of the Assessment and National Qualifications Group for National4, 5, Higher, Advanced Higher	Through 18-19	Departmental assessments provide accurate information and data on pupil progress following changes to N5, Higher & Advanced Higher.	DMs, In-set days CLPL activities, Assessment Working Group
	02 Moderation activities, S1-S3, provide a body of evidence which supports teacher judgements, feedback for learning, next steps, and Reporting to parents/carers.	Through 18-19	Teachers have well-developed skills of data analysis which identify pupil progress and guides planning for next steps in learning.	DMs / Inset days ERC & PT Meetings
Assessment focused on identifying breadth, application challenge and progress in each curricular area	03 PTs/Teachers ensure consistency in teacher judgements and review and act on the identified differences in attainment between the most & least disadvantaged pupils.	Through 18-19	Departments use data to track pupil progress ensuring interventions for pupils underachieving and who are at risk of missing out.	DMs, Inset days CLPL activities Year Group & Dept'l data
	04 Develop & share practice in reporting teacher judgements linked to national benchmarks & grouped Es and Os providing a framework for reporting pupil progress	Through 18-19	On-going formative and summative subject assessments support professional judgement, identify progress, record achieved Levels	DMs, In-set days CLPL activities, Nat. Benchmarks, CfE levels
Departments use proportionate approaches to track, profile and report pupil progress & achievement	05 Reporting to parents reflects advice in BtC5 and recent national guidance emphasising pupil feedback, home-school dialogue, and on-going parental engagement.	Reporting schedule Through 18-19	Parents are aware of pupil progress & next steps in learning through regular contact with teachers, Pastoral & Year Head and Reports.	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 18-19	Pupil's wider achievements are shared in dialogue with the interviewing teacher and parents.	Curricular & Parents' Evenings, Parent discussions

2018-19

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	Depts. moderate teacher judgements using class work, subject assessments, and national assessments, standardised test information for English and Maths.	Through 18-19	Measurable evidence of impact of quality teaching and learning on outcomes for pupils reflected in pupil, subject and school 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, 7 provide evidence of pupil progress, S1-S6.	Through 18-19	Literacy and numeracy attainment reviews provide evidence of improved attainment and closing of gap across the SIMD deciles.	Interim & Full Reports and Tracking Reports SIMD data
Progress in ERC Targets & National Qualifications for Maths and English	09	Teachers judgements are based on knowledge, understanding and application of national benchmarks and reviews of formative and summative assessments.	Through 18-19	All pupils attaining appropriate Cfe levels and SCQF Awards with Year Group exceeding ERC, National & Virtual Comparator % figures.	Subject & Year Group ACEL data tracked S1-S3, and SCQF S4-S6
	10	Literacy & numeracy skills are promoted consistently in departments using posters and literacy labels to highlight skills being taught, developed, promoted., & mastered	Through 18-19	Pupils engage in setting targets, on-going feedback for learning and record of progress identified in the Interim and Full Reports.	Whole school materials. DHT /PT discussions Sch. Assmt. Grp.
Approaches to promoting literacy and numeracy are promoted with parents/carers	11	Parents have opportunities to engage with the teachers accessing advice on their child's progress & to participate in a wide range of formal and informal activities, S1-S6.	Through 18-19	Parents' Information & Reporting evenings & 3 Reports promote parental engagement-understanding and support learning at home.	Information Evenings Reporting Evenings
	12	Provide a range of activities to support parents' knowledge, understanding, and confidence, minimising the impact of poverty on literacy & numeracy standards.	Through 18-19	The school can demonstrate the impact of partnership working with parents through improvements in measureable outcomes for pupils.	Information & Reporting Even ^{gs} Parent –Pupil Individual meetings

2018-19

Priority 3

Continue to develop the curriculum through a manageable and ambitious plan

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 a progressive framework which takes account of the 4 contexts of learning.	Through 18-19	Stakeholders have the opportunity to influence the curriculum taking account national & ERC guidance which informs the design of the curriculum followed by our pupils.	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 18-19	Review learning and teaching within departments and identify practice that promotes consistency of standards & high attainment for all.	Audits, Inset Days, CLPL, , programme of class visits
Pupils experience appropriate progression pathways	15 Continuity and progression through cluster working and between the courses studied in the Broad General Education and the subjects studied in the Senior Phase.	Through 18-19	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 in their learning, emphasising deep learning, pupil understanding, improved knowledge, and mastery of skills	Through 18-19	Demonstrate improved attainment and closing the gap in subject data, EMIS reviews, 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 Teachers empowered to identify and lead improvements to the curriculum enhancing their capacity to manage curricular change	Through 18-19	WTA, CLPL, PRD, & Dept. Plan are evaluated and adjusted to meet teacher needs and demands.	DMs. Inset days. CLPL time
	18 Structures in place to facilitate collegiate working maximising opportunities for staff learning within and beyond the school.	Through 18-19	Time set aside for collaborative professional enquiry, evaluation of PRD, PU, and CLPL, teacher engagement in CLPL activities.	Inset days, CLPL Prog. Teacher evaluation

2018-19

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 <i>'learning visits'</i> for each department, promoting effective practice, sharing knowledge and understanding of quality learning, teaching & assessment.	Through 18-19	Monitor & evaluate learning, teaching, wider achievements, identifying progress & required action.	Dept. Plan, DMs, timetable, class visits
	20	<i>Visits</i> programme empowers departments to review pedagogy & assessment and adjust appropriately to maximise pupil learning & progress	Through 18-19	Teachers share understanding of standards of pedagogy and assessment and identify the strategies that raise 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 S1-S6 class work, formative/summative assessments, national examinations measured via pupil, school, EMIS, virtual comparator, & national data.	Through 18-19	Increase the no. of pupils gaining 5 awards at SCQF levels 4, 5,6 & one at SCQF 7, linked to school, ERC and SIMD by end of S6	On-going reports, overview of year group data S1-S6
	22	Improve attainment of lowest achieving 20%, using the <i>interventions for equity</i> framework to <i>close the gap</i> and <i>raise the bar</i> .	Through 18-19	Analyse data and agree action to be taken by the teacher & department to address issues identified.	Reports, Equity data, Dept. /Year data, PSHE
Pupils and parents are actively involved in evaluating the quality of education	23	Pupils contribute to school improvement through the SIP & Pupil Plan, leading aspects of school improvement. Points for action identified, supported, progressed & evaluated jointly by staff & pupils.	Through 18-19	Review with pupils their experience of learning, teaching, assessment, wider achievements, & participation in extra-curricular opportunities.	Pupil interviews Focus Groups Pupil Council
	24	Parents are engaged in a wide range of activities which develop their knowledge and understanding of the curriculum.	Through 18-19	Parents have opportunities to support improvement, participating in formal and informal activities and evaluations of school life.	Information Evenings and Parents' Evenings.

2018-19

Priority 5

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

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<p>The curriculum provides a rich and challenging educational experience: spiritual, academic, pastoral and vocational</p>	<p>25 The school & departments offer a very positive, nurturing, inclusive, and inspiring curriculum which delivers high-quality learning outcomes and improved attainment for all.</p>	<p>Through 18-19</p>	<p>Pupils are successful, confident, Responsible, and contribute very effectively to the life of the school, department, and wider community in a range of well-planned activities.</p>	<p>Circular , DM discussions / presentations</p>
<p>Pupils make connections in their learning through exploring clear and relevant links across the curriculum.</p>	<p>26 The four contexts of learning are evident in school life with a strong commitment to the development of the whole child and the promotion of human excellence across all aspects of school life.</p>	<p>Through 18-19</p>	<p>Planning is proportionate and manageable and improved outcomes are clearly identified & reported to pupils, staff, parents and ERC.</p>	<p>Class time. Course reviews, Pupil and Staff views</p>
<p>The senior phase curriculum supports transition planning with partners beyond school</p>	<p>27 Literacy, numeracy, creativity, health & wellbeing, digital & employability skills are promoted by all teachers and are embedded where appropriate across the curriculum.</p>	<p>Through 18-19</p>	<p>Pupils understand the importance of developing and mastering these skills in their studies now and in the future.</p>	<p>Presentations & Discussions -, DMs / CLPL / inset days</p>
	<p>28 Curricular and co-curricular activities are promoted that encourage pupil leadership, community involvement, voluntary work, and learning for sustainability.</p>	<p>Through 18-19</p>	<p>Pupils are able to demonstrate and apply their skills and learning to new contexts in subjects across the curriculum and wider school life.</p>	<p>Inset days / CLPL time / DMs</p>
	<p>29 Young people participate in decision-making about their learning pathways, health & wellbeing, and future career aspirations and pathways.</p>	<p>Through 18-19</p>	<p>National data measuring the move of young people to sustained positive destination on leaving school.</p>	<p>PSHE time Careers Events</p>
	<p>30 DYW is incorporated into the curriculum promoting vocational qualifications at SCQF 5 & above.</p>	<p>Through 18-19</p>	<p>All pupils have an appropriate place in learning, training, or employment, including those most vulnerable.</p>	<p>Review of pupil curriculum and attainment data.</p>

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 develop their full potential in each aspect of their school life – spiritual, academic, 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

Floreant Iuventus