

SAINT NINIAN'S HIGH SCHOOL

SCHOOL PLAN

2019-22

Year 1
(2019-20)



Floreat Iuventus

IMPROVEMENT PLAN
2019-22
(Year 1: 2019-20)

Our vision of *Let Youth Flourish* (Floreat Iuventus) within the framework of the ERC Vision *Everyone Attaining, Everyone Achieving through Excellent Experiences* will be realised through the commitments signalled in this plan and reinforced by actions taken by our school to improve the quality of the experiences we provide for young people, and families. Our target outcomes & expected impacts in the next 3-year cycle are:

NIF key drivers for improvement	3 year priorities 2019-22	HGIOS 4
School Leadership School Improvement Teacher professionalism	1 <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 	3.2, 1.1 2.2 , 3.3, 2.4
Assessment of pupils' progress Performance Information Teacher professionalism	2 <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 	2.3 1.1 1.2
School Leadership Teacher professionalism School Improvement	3 <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> 	1.3 1.2
Parental engagement	4 <ul style="list-style-type: none"> • Promote and develop further our programme of parental engagement and family learning. 	2.5 2.7

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 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

East Renfrewshire Community Planning Partnership – Community Plan

East Renfrewshire's Corporate Vision Statement:

A modern, ambitious council creating a fairer future with all.

Key Strategic Outcomes (as related to the services delivered by the Education Department)

- All children in East Renfrewshire experience a stable and secure childhood and succeed.
- East Renfrewshire residents are fit and active and have the skills for learning, life and work.

National Improvement Framework and Improvement Plan 2019-20

Vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Four Priorities

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

Six Drivers of Improvement

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information

Fairer East Ren Plan

Focus on closing the gap:

- Reducing the impact of child poverty
- Improved employability
- Moving around
- Improving positive mental health and wellbeing
- Reducing social isolation and loneliness and increasing safety

Locality Plans

Community led approach, developed for:

- Arthurlie, Dunterlie & Dovecothall
- Auchenback

Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets
An indication of how we will measure our contributions to the delivery of the Community Plan, Fairer East Ren and Locality Plans

Education Department Local Improvement Plan

Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences
Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

West Partnership Regional Improvement Plan

Vision: Equity, Excellence and Empowerment

Themes: Improvement, Learner Journey, Leadership and Learning

Everyone Attaining

National Priorities:

Improvement in attainment, literacy and numeracy. Close the attainment gap between the most and least disadvantaged.

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Assessment of Children's Progress	<ul style="list-style-type: none"> • Departmental plans focused on improving learning, teaching and assessment • Performance across key benchmarks: NQs and SCQF Awards for S4-S6 students • Attainment in the BGE, measured by CfE levels • Quality of provision of teaching and learning including co-curricular opportunities 	<ul style="list-style-type: none"> • Empower staff to use their skills and knowledge to secure improvement in achievement and attainment for all learners • Support teachers to develop their skills in delivering CLPL for others focused on the curriculum, leadership for, and of, learning, teaching and assessment within and across curriculum areas, and subjects
Teacher Professionalism	<ul style="list-style-type: none"> • Literacy and numeracy attainment BGE / NQs • Involvement of pupils in advancing excellence in their learning and through teaching experienced • A portfolio of exemplars of sector leading practice for teaching, learning & assessment shared across departments 	<ul style="list-style-type: none"> • Work with teachers to identify and disseminate effective learning, teaching and assessment strategies which promote inclusive practices, improve achievement, raise attainment, maintain and improve health and wellbeing, and provide effective ASN strategies • Continue to create innovative approaches to delivering learning and teaching across all subjects and share good practice where it is found
Performance Information	<ul style="list-style-type: none"> • Evaluation of early intervention linked to improved outcomes and reduced inequalities experienced whatever background or SIMD • SCQF Awards for wider achievement of pupils experiencing disadvantage living in SIMD 1-3 and those experiencing barriers to learning arising from personal and family matters 	<ul style="list-style-type: none"> • Monitoring & accountability to be balanced with self-review & evaluation identifying areas for improvement & sector leading practice • Improve the design of the curriculum which takes account of the needs of pupils at all stages and develops their skills in learning, life and work.
Parental Engagement	<ul style="list-style-type: none"> • Examples of practice identified through scrutiny to be shared with teachers developing a shared understanding of what highly-effective practice looks like 	<ul style="list-style-type: none"> • Ensure robust data is captured and able to be synthesised to provide information about performance, curriculum, support and challenge • CLPL programme to strengthen the capacity of teachers to lead and deliver school and departmental priorities
School leadership	<ul style="list-style-type: none"> • Leadership development and professional learning programmes focused on contributing to changed practice, leading to better experiences and improved outcomes for pupils' attainment & achievement 	<ul style="list-style-type: none"> • Engage with staff to embed an improved approach to quality improvement and self-evaluation from which we can clearly evaluate the impact of our work and identify priorities for improvement
School Improvement		<ul style="list-style-type: none"> • Support for staff engagement in school and departmental co-curricular activities, CLPL, and wider involvement in ERC & Regional events • Establish a partnership approach to improvement through working with education professional in RICs, ERC Schools, Colleges, CLD partners. • Data to be analysed to ensure that our impact can be readily determined.

Everyone Achieving

National Priorities:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people & personal achievement

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>School Leadership</p> <p>Parental Engagement</p> <p>School Improvement</p> <p>Performance Information</p>	<ul style="list-style-type: none"> • Improvement in % of pupils, and leavers, with well-developed employability skills • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements and are recognized through awards • Satisfaction levels reported by staff engaging in curricular work in school, depts., ERC, with partner agencies, and other providers. • Analysis of data of teacher & staff engagement • % of school leavers in positive and sustainable destinations • Evaluations of pupil's engaging in their Parents' Evening discussions on their progress, wider achievement, and health and wellbeing • Levels of parental engagement in their child's learning and in the life of the school • Teacher engagement in in-house CLPL training for MHFA and Mental Health activities for staff • Our level of working at national, regional and local authority level contributing to sustainable professional networks which facilitate the sharing of best practice to promote improvements in learning, teaching and assessment. • The added value to pupil achievement/attainment through the Articulate programme, bespoke SfL Courses, personal development awards, pupil volunteering • Staff, pupil and parent satisfaction levels identified through questionnaires, evaluations of events, and focus group discussions 	<ul style="list-style-type: none"> • Invest in staff professional learning to ensure that we develop a workforce which is recognised as skilled and confident, achieving the highest professional standards • Introduce for S5, Leadership for Values & Service, SCQF Accredited • SCQF accreditation for Leadership Awards, Volunteering, Health & Wellbeing, PDAs, Caritas, DofE, Saltire Awards. Prince's Trust • ERC CLPL programme disseminated and promoted • Partnership with SDS & post school services improve +ve destinations • Intervention for pupils at risk of not achieving a positive destination through Positive Pathway Programme. • Promotion of the Career Education Standards across the school • Increase engagement in flexible work placements and mock interviews • Provide opportunities for pupils to contribute to reviewing and evaluation across a range of our work and priorities in our SIP • Develop progression pathways involving colleges, vocational providers, community work placements, and third way partnership working. • Pupils to develop their skills of recording and articulating their achievements and skills during PSHE and at parents' evenings • Share highly-effective and innovative practice in curriculum development and design which supports departmental collaboration and helps teachers learn about what works improving pupil achievement • Identify common areas of interest with our partners and collaborate to ensure the successful delivery of curricular courses and inserts • Gather feedback on what we are doing well and where improvements can be made for the benefit of learners and teachers and partners • Offer opportunities for pupils to enrich their education in/out of school encouraging pupils to be successful, confident, responsible, effective • Apply for Cyber Security & Internet Resilience Digital Schools Award • Work with departments and partners to extend the range of courses and awards to meet the needs of all pupils

Excellent Experiences

National Priorities:

Improvement in young people's health and wellbeing – physical, mental, personal, social, emotional, academic

NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>School Improvement</p> <p>School leadership</p> <p>Performance Information</p>	<ul style="list-style-type: none"> • Parental engagement in their child's learning and in the life of the school • Levels of parental engagement using of digital technologies tools promoted by ERC • Identify where digital learning has greatest impact on improving teaching & learning • The range of high quality professional learning opportunities developing staff understanding of inclusive practices in meeting the needs of diverse learners • Increase opportunities for pupils to develop knowledge, understanding and skills for life and participation in a global multicultural society • The culture of Getting It Right For Every Child in the school and in departments • The number of young people reporting there experience of bullying and/or racist behaviour • Partnership working to ensure a smooth transition; primary to secondary and secondary to a positive and sustained leaver destination • Teacher confidence in using digital technology • The culture of wellbeing experienced in class and through departmental and school activities • Pupil wellbeing evaluated in PSHE through the use of the Shannari indicators • Delivery on the Govt's. equality outcomes 2021 • The standards and quality of education experienced & improvement in pupil outcomes 	<ul style="list-style-type: none"> • Focus on meeting the needs of diverse learners to ensure pupils get the right help at the right time by the right people and support services on delivering on expectations within <i>Getting it right for every child.</i> • Develop programmes for wider professional learning and leadership for staff involved in the delivery of wellbeing, health, DYW, Equality • Use Reports to evaluate progress, wellbeing, engagement, participation • Ensure for each pupil strengths and areas of need are identified and provision put in place to support those at risk of underachieving • Embed a culture of safeguarding throughout the school & departments • Ensure policies and procedures promote excellent behaviour and that sanctions are implemented effectively and consistently • Use HWB Tracking tool to identify interventions for pupils at risk of disengagement, analysing data across cohorts and identifying trends • Promote wellbeing across the school with identified inputs by depts. • Promote mental wellbeing through prevention and early intervention • Promote equality and respect through Catholic Social Justice teachings • Enhance staff knowledge and understanding of equality & diversity issues, & support staff in addressing inequity • Develop parental awareness of health and wellbeing through parent workshops targeted at mental health and ASN support. • Signpost pupils to tailored resources to encourage positive mental health • Advance equality of opportunity and foster good relations between people with different protected characteristics, including those disadvantaged by poverty • Evaluate the quality of provision bringing together our evidence base, quantitative and qualitative, including observing learning at first hand • Data analysed to ensure that our outcomes are delivered in an effective and efficient manner and our impact can be readily determined