



## **Our Lady of the Missions**

School Improvement Plan

Session 2018-2019

*Your Council –  
Striving to be the best  
we can be to deliver  
a better future for all*

**Achieving  
Excellence  
and  
Equity**

*Everyone Attaining,  
Everyone Achieving  
through  
Excellent Experiences*

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Strategic Plan 2016-2019

Section 1 – Leadership and Management

Section 2 – Learning Provision

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	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF
A	Digital pupil champions are established and skilled in supporting class developments	<ul style="list-style-type: none"> <li>Digital champions – coding club to be developed further</li> <li>I-Hub First news – parental input/ workshops</li> <li>Education City - parental input/ workshops</li> </ul>	Digital leaders	September 18: Curriculum event/Meet the teacher - combine	ICT	Parental feedback	Parental engagement
C		<ul style="list-style-type: none"> <li>NLP - Bryan Costello workshop with P6 pupils</li> </ul>	P6 staff PT DHT	Term 2	NLP materials and resources on GLOW	DHT measure impact with class teachers	Assessment of children's progress
D	Staff capability, capacity and leadership are well developed to support the culture of learning	Distributed leadership (DL) opportunities:- <i>Teachers and Pupil Support Assistants</i> <ul style="list-style-type: none"> <li>Library</li> <li>STEM Room</li> <li>Art Room</li> <li>Maths Resources</li> <li>PE Cupboards</li> <li>Playground Equipment</li> <li>Digital display (assembly, Parent/ Teacher meetings)</li> <li>Outdoor Learning</li> <li>Gardening</li> <li>Lunchtime Clubs</li> <li>Mezzanine</li> <li>Open Areas</li> <li>Buddies</li> <li>Mensa</li> </ul>	SMT  Class Teachers Caroline Collins: STEM  Jennifer Kirkwood: Reading Recovery  PSA	August to June		Staff Feedback  Pupil Feedback	Teacher Professionalism
E	All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain practice  Teachers undertaking learning to ensure they meet the Standard for Leadership and aspiring Head Teachers who meet the Standard for Headship	CLPL based on evaluation against relevant GTC Scotland Professional Standards <a href="#">Standard for Full Registration</a> , <a href="#">Standard for Career-Long Professional Learning</a> and <a href="#">Standard for Leadership and Management</a>  Research lead to share leadership opportunities and CLPL activities with teachers	DHT – Josephine McGrotty  Teaching Staff	June 2018 (PRD) then from August 2018-ongoing	CLPL Room <a href="#">Staff Website with Literature Research Policy Standards CPD Manager My Insider</a> Assembly Focus Staff - <a href="#">Education Scotland Model of professional</a>	CLPL Plan, CLPL Record Portfolio of Evidence  Peer learning visits  Quality Assurance Calendar activities <a href="#">HGIOELCPg 14</a> <a href="#">HGIOS Pg 23</a>	Teacher professionalism

There are two gifts we should give our children; one is roots and the other is wings...Hodding Carter

					<a href="#">learning SCEL</a>		
F		Moderation Facilitators to provide activities <ul style="list-style-type: none"> <li>Cluster Moderation: Maths &amp; Science, SM input October</li> </ul>	Moderation Facilitators		<a href="#">National Assessment Resource</a>  Local Assessment Resource  ERC Guidance Notes	Learning Visits  Pupil Dialogue	Teacher professionalism
G		Embed E-Portfolios / Class Blogs good practice – making use of benchmarks and hashtags (#) relevant to school (Terrific Talents/Excellent Effort etc.) on social media	Class Teachers SMT		Benchmarks	Quality Assurance Calendar (Learning Visit etc.)	Assessment of children's progress
H	Ensure consistent and effective approaches to reading skills development in Literacy and English	Micro-librarian <ul style="list-style-type: none"> <li>Embed procedures and maximise use of the facilities available</li> <li>Reluctant Readers Project rolled out to other identified groups of children - cluster SIPP</li> </ul>					
	<b>Modern Languages</b> Ambitious attainment and achievement for all learners  Pupils have an accurate understanding of their progress and what they need to do to improve	Improve learners' experiences in Modern Languages: <ul style="list-style-type: none"> <li>CLPL on delivery of French/ Mandarin</li> <li>Embed 1+ 2 languages policy</li> <li>Embed HOTS</li> <li>Continue Mandarin Masterclasses</li> </ul>	DHT – Josephine McGrotty		<a href="#">ERC YouTube Clips</a>  1+ 2 ERC Guidance  Masterclass option	Forward Plan monitoring:  <a href="#">HGIOS Pg 35</a>	Assessment of Children's Progress

Leadership and Management		
How good is our leadership and approach to improvement?		
Quality Indicators	Themes	NIF Priorities
1.1 Self-evaluation for self-improvement	Analysis and evaluation of intelligence and data	<ul style="list-style-type: none"> <li>➤ Improvement in attainment, particularly literacy and numeracy</li> <li>➤ Closing the attainment gap between the most and least disadvantaged children</li> <li>➤ Improvement in employability skills and sustained, positive school leaver destinations for young people</li> </ul>
1.2 Leadership of learning	Professional engagement and collegiate working Children and young people leading learning	
<b>Budget - £ 20414</b>		

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF Driver
<p>A</p> <p>Using digital solutions to support the interrogation of data</p> <p>Processes for assessment and reporting are effective and manageable</p>	<ul style="list-style-type: none"> <li>• Implement ERC English/Literacy, Numeracy/Mathematics/ Action Plans</li> <li>• implement ERC English/Literacy, Numeracy/Mathematics/STEM/ Digital learning and teaching Strategies</li> <li>• Undertake SNSA and compare/track annual data</li> <li>• utilise benchmarks for evidence of achievement of a level</li> <li>• Update assessment policy</li> </ul>	SMT Teaching staff PSAs PEF/Attainment Team	August 2018- June 2019	<p><a href="#">HGIOS 4</a></p> <p>2020 Learning and Teaching in ER Schools</p> <p><a href="#">National Improvement Framework (NIF)</a></p> <p><a href="#">ERC Action Plan 2016-19 Numeracy and Literacy</a></p> <p>ERC Numeracy, Literacy, STEM, Digital strategies (link)</p> <p><a href="#">Local Improvement Plan 2017 – 2020</a></p>	<p>Professional learning record.</p> <p>Portfolio of evidence</p> <p>Self-evaluation e-portfolios/ blogs</p> <p>Moderation of teacher judgements</p> <p>Quantitative data</p> <p>People's views,</p> <p>Direct observation <a href="#">HGIOS Pg 21</a></p>	School Improvement

B	<p>Staff to work collaboratively to strengthen their understanding of and the implementation of key national policies including the Scottish Attainment Challenge, Developing Scotland's Young Workforce and Learning for Sustainability</p> <p>Clear and measurable impact of professional learning on outcomes for learners</p>	<p>Commitment to CLPL using the model of <a href="#">professional learning</a>:</p> <ul style="list-style-type: none"> <li>• Early years pedagogy</li> <li>• Embed programme of lesson study or learning rounds per stage</li> <li>• Provide further opportunities for staff to share developments in chosen practitioner enquiry</li> <li>• Create a visual overview of practitioner enquiry and staff leadership initiatives</li> <li>• Utilise a range of strategies to support children to take responsibility for their own learning and progress</li> <li>• School leaders provide clear direction for the on-going development of the curriculum</li> <li>• Up-level staff in the use of Digital technologies – Use of G-Suite and Office 365 and VR Devices : peer learning visits</li> <li>• SIPP</li> </ul>	<p>DHT – Clare Duns Teaching Staff Clerical/PSA St Ninian's</p> <p>Digital Leaders Julie Neil - G suite</p> <p>Gillian Quinn- Office 365</p> <p>Emma Gavin - VR</p>	<p>June 2018 (PRD) then from August 2018-ongoing</p>	<p><a href="#">Standards CPD Manager My Insider</a>  <a href="#">Assembly Focus Staff development Education Scotland Model of professional learning SCEL HGIOS Pg 23</a>  <a href="#">West Partnership</a>  <a href="#">Collegiate Calendar</a>  <a href="#">Digital learning and Teaching Action Plan</a></p>	<p>CLPL Plan  CLPL Record  Professional Update  Portfolio of Evidence  Peer learning visits  Quality Assurance Calendar activities  SIPP Monitoring <a href="#">HGIOS Pg 21</a>  Quality Assurance activities</p>	<p>Teacher Professionalism</p>
C	<p>Pupils will be supported to take responsibility for their own learning, successes and achievements</p>	<p>Departments should develop further opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Lead their own learning in the BGE</li> <li>• Express their views</li> <li>• Follow their interests</li> <li>• Capitalise on real-life contexts for learning</li> </ul>	<p>SMT Teaching staff St Ninian's</p>	<p>August  November  March:  forward planning cycle</p>	<p><a href="#">HGIOS</a>  <a href="https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf">https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf</a>  <a href="https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf">https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf</a></p>	<p>Quality Assurance Calendar activities</p>	<p>Attainment  Teacher Professionalism</p>

D	<p>21<sup>st</sup> Century teaching and learning practices will be facilitated to build on our ethos, maximise opportunities within the existing buildings, grounds and surrounding area through spatial interventions ensuring innovative learning and teaching opportunities continue to be developed</p>	<p>The space hack (2017/18) provided an opportunity to test ideas within existing spaces at low cost and risk. Progressing from this phase of experimentation:</p> <ul style="list-style-type: none"> <li>• The school consider commissioning a designer to manage the incremental development of spaces within the school buildings and grounds</li> <li>• Work in collaboration with PATs</li> <li>• Utilise the evidence as gathered to date of the most effective solutions to deliver maximum impact within the school</li> <li>• Continual questioning of space use and protocol will assist in supporting the building users and A&amp;DS would like to continue to support OLM within our remit and advisory capacity to deliver the next steps as identified</li> <li>• STEM opportunities maximised</li> <li>• DYW opportunities maximised</li> </ul>	<p>HT</p> <p>DHT - Angela O'Connor</p> <p>Caroline Collins: STEM links</p> <p>HT : Spatial interventions monitoring</p>	<p>May 17- June 18</p>	<p><a href="#">Architecture and design Scotland</a></p> <p><a href="#">OLM strategic report</a></p> <p><a href="#">OLM Hack feedback</a></p> <p><a href="#">DYW cluster plan</a></p> <p><a href="#">STEM strategy</a></p>	<p>ADS review</p> <p>Assessment of impact on motivation and engagement of pupils</p> <p>Professional Enquiry</p>	<p>School improvement</p> <p>Teacher professionalism</p>
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Leadership and Management

Learning Provision		
How good is the quality of care and education we offer?		
Quality Indicators	Themes	NIF Priorities
2.2 Curriculum	<ul style="list-style-type: none"> <li>➤ Development of the curriculum</li> <li>➤ Skills for Learning, Life and Work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement in attainment, particularly in literacy and numeracy;</li> <li>➤ Closing the attainment gap between the most and least disadvantaged children;</li> <li>➤ Improvement in children's and young people's health and wellbeing; and</li> <li>➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>➤ Effective use of assessment</li> <li>➤ Quality of teaching</li> </ul>	
2.4 Personalised support	<ul style="list-style-type: none"> <li>➤ Universal support</li> <li>➤ Targeted Support</li> </ul>	
The Catholic Schools Developing in Faith - Serving the Common Good	<ul style="list-style-type: none"> <li>➤ A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all</li> </ul>	
		<b>Budget - £9088</b>

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF
<p><b>Literacy and English</b></p> <p>Ambitious attainment and achievement for all learners</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Pupils lead learning</p>	<p>Improve learning and teaching through the development of:</p> <ul style="list-style-type: none"> <li>• Increased use of "My City" within Education City to track achievement</li> <li>• Increased use of Clicker 6 to remove barriers to attainment in writing</li> <li>• Increased use of Nessy Reading and Spelling for identified pupils to ensure consistent progress</li> <li>• P1-P6 Learning Buddies audit and evaluate</li> <li>• Reciprocal reading (CD1) and introduce Learning Circles (T3) – refresh guidance and monitor impact</li> <li>• Embed HOTS (CD1)</li> <li>• Promotion of literacy across learning</li> <li>• 24/7 Library (SM2)</li> <li>• Introduction of running records to support reading behaviour and progress</li> </ul>	<p>HT DHT - Josephine McGrotty Class Teachers PEF Attainment Team</p> <p>Parents Pupils Working Party PSA</p>	<p>August 2018-2019</p>	<p>St Ninian's Glow Group</p> <p>HOTS/ Blooms RR posters CLPL RR (PSA)</p> <p>Clicker 6</p> <p>Nessy</p> <p>Education City</p> <p>Literacy and English Strategy and Action Plan</p> <p>QIO</p> <p>Ed Psych Services Research Assistant Lowest 20% Impact Report</p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotter monitoring</p> <p>Summative Assessment Data</p> <p>Learning Rounds/Learning studies</p> <p>Standardised Test/SNSA presentation</p> <p>PEF Action Plan</p>	<p>Assessment of Children's Progress</p>

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B	<p><b>Numeracy and Mathematics</b></p> <p>Ambitious attainment and achievement for all learners</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>All stages effectively use concrete materials and manipulatives to enable pupils to understand the links between the manipulatives and the mathematical ideas they represent and develop pupils' independent understanding of mathematics</p> <p>Pupils leading learning</p>	<p>Improve learners' experiences and learning and teaching through:-</p> <ul style="list-style-type: none"> <li>• Launch and implement revised ERC Numeracy and Mathematics Skills planners</li> <li>• CLPL for staff in mathematical pedagogy , problem solving strategies and outdoor learning (developing application of mathematical knowledge across the curriculum, making explicit links across maths and numeracy areas and DYW, indoors and out)</li> <li>• Embed use of Higher Order Thinking Skills (HOTS) through use of holistic assessments to support teacher judgement</li> <li>• Embed differentiation in Numeracy and Mathematics including planning for flexible groupings</li> <li>• Participate in National Numeracy and Maths Week</li> <li>• Provide opportunities to share learning and teaching in maths and Numeracy with parents</li> <li>• Creation of Maths and Numeracy bags to support parents and pupils working together at home</li> <li>• Support introduction of Numeracy buddies</li> <li>• Increased use of My City within Education City to track pupil progress and to ensure appropriate activities.</li> </ul>	<p>DHT Maths Champions Working Party Pupil Digital Leaders PEF Attainment Team CD2 staff for CLPL(2017)</p>	<p>August 2018-June 2019</p> <p>Maths Week – September 2018</p>	<p><a href="#">Maths Champion Glow Group</a></p> <p><a href="#">Numeracy &amp; Maths Hub</a></p> <p>CLPL- Problem Solving Planners/outdoor learning</p> <p><a href="#">Scottish Attainment Challenge Research</a></p> <p><a href="#">Making Maths Count</a></p> <p><a href="#">Numeracy and Maths Strategy 2018 -2021</a></p> <p>Outdoor classroom</p> <p><a href="#">ERC Numeracy and Mathematic Guidance for Practitioners</a></p> <p>Education City</p> <p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3 A Self-assessment guide</a></p> <p><a href="#">DYW Implementation Plan</a></p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotters</p> <p>Summative Assessment Data</p> <p>Learning round/lesson study</p> <p>Standardised Test presentation</p> <p><a href="#">PEF Action Plan</a></p>	<p>Assessment of Children's Progress</p>
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C	<p><b>Health and Wellbeing</b> Ambitious attainment and achievement for all learners</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve</p> <p>Pupils lead learning</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Support has a positive impact on children's progress in learning</p>	<ul style="list-style-type: none"> <li>Implement the <a href="#">PEF action plan</a> for year 2.</li> <li>Consistent recording and analysis of assessment information informs planning for learners' needs and experiences</li> <li>Support staff and pupils are involved in planning and reviewing support for individuals/ groups of learners</li> </ul>	<p>PSA Parent Council</p> <p>PEF/Attainment Team</p> <p>Teaching Staff</p> <p>Pupils</p>	<p>August 18- June 19</p>	<p>DYW Guidance</p> <p>Cluster work</p> <p>ERC Health and Wellbeing Action Plan (link)</p>	<p><a href="#">HGIOS Pg 35</a></p> <p>House Display linked to Charter/Rights</p> <p>Diversity group agenda/ feedback</p> <p>Business links evaluations</p> <p>Curriculum planners</p> <p>Fair Active Award</p>	School Improvement
		<p>Continue to successfully raise awareness of sustainable development:</p> <ul style="list-style-type: none"> <li>Adopt the new online Eco Schools Scotland Green Flag process</li> <li>Eco pupils work towards John Muir Awards</li> <li>Develop knowledge of sustainability for learning and creativity through exploration of the Sustainable Development Goals as part of a comprehensive global citizenship programme (RRS) Feb inset</li> </ul>	<p>PT Eco Team</p>	<p>June 19 Renewal</p>	<p><a href="#">Eco Schools School Web</a></p> <p>Outdoor classroom</p> <p>ERC Learning for Sustainability Strategy (link)</p>	<p><a href="#">HGIOS Pg 35</a></p> <p>Eco Committee Minutes</p> <p>John Muir Award</p> <p>Rights respecting Schools Award</p> <p>Green Flag Award</p>	
D	<p><b>Health and Wellbeing</b> Ambitious attainment and achievement for all learners</p>	<ul style="list-style-type: none"> <li>Inclusion of 'Children on a Mission' categories within Achievements tab of forward plans to ensure consistency of approaches to promoting positive behaviour</li> </ul>	<p>HT</p>	<p>Oct- Dec 2018</p>		<p><a href="#">HGIOS Pg 39</a></p>	
E	<p><b>Health and Wellbeing</b> Ambitious attainment and achievement for all learner</p>	<ul style="list-style-type: none"> <li>Achieve Gold Sport Award</li> <li>Introduce annual P7 Cluster Football Tournament</li> <li>Make use of Active Schools data recording to enhance school system for recording achievements and participation</li> <li>Parental involvement in extra-curricular clubs</li> <li>Re-launch "Daily Mile" - P5-7</li> </ul>	<p>Parents Teachers Pupils</p>	<p>Sept 2018- June 2019</p>	<p><a href="#">Sportscotland Website</a></p> <p><a href="#">Active School Plan</a></p> <p>Timetabling</p> <p>Cluster timetable</p> <p>Outdoor classroom</p>	<p><a href="#">HGIOS Pg 49</a></p> <p><a href="#">PE Gold Award</a> Committee Minutes Evaluations</p>	

F	<p><b>Health and Wellbeing</b> Shared understanding of wellbeing and ability to demonstrate that all our children feel safe, healthy, achieving, nurtured, active, responsible, respected and included</p>	<p>Provide support to allow pupils the opportunity to be safe, healthy, achieving, nurtured, active, responsible, respected and included:</p> <ul style="list-style-type: none"> <li>Fully Establish Learning Centre, evaluate and monitor impact</li> <li>Promote the first nurturing principle-"Every Behaviour is Communication"</li> <li>Develop HWB learning kit bags and target pupils who would benefit from use</li> </ul>	All		<p><a href="#">GIRFEC Website</a></p> <p><a href="#">United Nations Convention on the Rights of the Child</a></p>	<p>Display Jotter monitoring Pupil Dialogue Pastoral Notes <a href="#">HGIOS Pg 49</a> Boxall assessments</p>	School Improvement
G	<p><b>Technologies/ICT</b> Embed a progressive and coherent approach to the teaching of Digital Literacy to enhance creativity in teaching and learning</p>	<p>Creativity, innovation and personalisation and choice is embedded in the across learning:</p> <ul style="list-style-type: none"> <li>Embed Playful Learning and Gaming (playing with electronic games, remote control or programmable toys, creating a game incorporating control technology or interactive multimedia.</li> <li>Use of VR sets to enhance learning experience for pupils. Staff Digital Leaders to access the bank of VR resources relevant to curricular skills development</li> <li>Consistent use of digital resources to all pupils to enable understanding and application of digital skills, and create digital products throughout their learning processes</li> <li>Implement ERC digital strategy</li> <li>Achieve Digital School Award</li> <li>Implement Bring Your Own Device (BYOD) in P6-7.</li> <li>Train staff in use of Google Classroom/Microsoft Teams to facilitate collaborative learning and enhance differentiation across the school</li> <li>IPads across the curriculum</li> </ul>	<p>DHT PT – Julie Neil</p> <p>Playful Learning Working Group</p> <p>Digital Leaders Teachers</p>	<p>August 2017- June 2018</p>	<p><a href="#">Social Media Guidance</a></p> <p><a href="#">Play Strategy for Scotland: Our Vision</a></p> <p><a href="#">Play Strategy for Scotland: Our Action Plan</a></p> <p><a href="#">A Digital Learning and teaching strategy for Scotland.</a></p> <p><a href="#">ERC Modern Ambitious Programme for Digital Learning Digital Schools Award</a></p> <p><a href="#">ERC Digital Learning and Teaching Strategy</a></p>	<p>Forward Plan monitoring: evidence of planning for technology lessons</p> <p>Learning visits: Evidence of use of resources in IDL</p> <p>Display of digital resources: showcasing at assembly, Parents' Nights, Curricular Events, Blogs / Twitter.</p> <p>Audit use of resources: <a href="#">HGIOS 4 Pg52</a></p>	School Improvement

H	<p><b>STEM</b></p> <p>Increased knowledge and understanding of Technology Experiences and Outcomes</p>	<p>Raise young people's engagement and achievement in STEM:</p> <ul style="list-style-type: none"> <li>Liaise with St Ninian's to develop Technology projects</li> <li>Cross reference ERC digital strategy and personalise</li> <li>Continue to make links with STEM ambassadors – KNex Challenge, Digital Learning Week</li> </ul>	<p>DHT – Angela O'Connor Class Teachers</p> <p>DL</p>	<p>Digital learning week – confirm date</p>	<p>CLPL</p> <p>ERC STEM Strategy (link)</p>	<p>Forward Plan monitoring</p> <p>Learning Conversations</p> <p>Share good practice</p>	<p>School Improvement</p>
I	<p><b>STEM</b></p> <p>Inspire, encourage and involve our pupils into STEM</p>	<ul style="list-style-type: none"> <li>Create an annual rota of STEM visitors linked to stage planning</li> <li>Introduce P6 and P7 Lab technicians</li> <li>Team teaching to enhance knowledge and skills/share good practice</li> <li>Showcase STEM experiences from across session during STEM fortnight</li> <li>Encourage Professional Enquiry linked to STEM – see STEM online CLPL opportunity</li> <li>P6 and P7 pupils to participate in "Scottish Engineering Leaders Award"</li> <li>Engage in SmartSTEMS events</li> </ul>	<p>DHT Team Teacher Class Teachers P6 &amp; P7 pupils</p>	<p>August 18- June 19</p>	<p><a href="#">ERC Sciences thematic review</a></p> <p><a href="#">Practitioner Enquiry</a></p> <p><a href="#">Award SmartSTEMS</a></p>	<p>Pupil/staff evaluations</p> <p>Learning Visits Forward Plan Monitoring Pupil, staff and parent evaluations</p> <p>PRD</p>	<p>Assessment of Children's Progress School Improvement</p>
J	<p><b>Expressive Arts:</b></p> <p>Learning in the expressive arts will play an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally</p>	<ul style="list-style-type: none"> <li>Build on the success of the End of Year Concert</li> <li>Revise format of P1-3 Nativities</li> <li>Continue to utilise newly introduced Expressive Arts room to enhance learning experiences</li> </ul>	<p>DHT – Clare Duns Teachers PSA</p>		<p>Cycle of Events</p> <p><a href="#">Calendar</a></p>	<p>Pupil, staff and parent evaluations</p> <p><a href="#">HGIOS Pg 53</a></p>	<p>School Improvement</p>

K	<p><b>RERC</b></p> <p>Continue to promote Catholicity through building positive relationships within the local community</p> <p>Communicate Catholic social teaching across the school community</p> <p>Promote social justice and opportunity for all pupils, parents/carers and staff</p>	<p>Further develop as a community of faith and learning:</p> <ul style="list-style-type: none"> <li>• Embed the use of Developing in Faith as a Self-Evaluation tool</li> <li>• Continue Catholic Education 100-year celebrations</li> <li>• Liaise with Cluster group to organise Mass to celebrate 100 years</li> <li>• Organise OLM 60-year anniversary</li> <li>• OLM musicians (pupils/staff) supporting liturgical celebrations</li> <li>• Extend participation at morning Mass to include P6 to promote engagement with Cluster</li> <li>• Continue to develop home and community links through P7 visits to Abbeyfield House</li> </ul>	<p>DHT- Angela O'Connor Pupils Staff Parents Cluster colleagues</p> <p>Residents</p>	<p>Anniversary August 18</p> <p>Termly</p>	<p>Cluster Work</p> <p><a href="#">Abbeyfield House</a></p>	<p>Audit materials/evidence Pupil participation Cluster CLPL Calendar Parent participation Forward Plan monitoring Displays</p> <p><a href="#">The Catholic School Developing in Faith</a></p> <p><a href="#">Serving the Common Good Evaluation</a></p> <p><a href="#">Serving the Common Good Evaluation</a></p> <p><a href="#">Ideas for learning in school and the diocese</a></p>	Parental Engagement
L	<p><b>Partnerships</b></p> <p>Engagement of parents in their children's learning and target support where it is needed</p> <p>Equality and celebration of diversity across the school community</p>	<ul style="list-style-type: none"> <li>• Establish a series of parental engagement events comprised of information sessions and learning workshops through PEF to remove barriers to parental engagement (e.g. weekly guest visitors or theme such as healthy eating/finances)</li> <li>• Parent Support Kits in Literacy and Numeracy to develop further to empower parents</li> <li>• Reading Café – Stay and Play extend with kit</li> <li>• Review homework arrangements for all stages (T2)</li> <li>• Evaluate communication policy</li> </ul>	<p>HT PT and PEF team</p>		<p><a href="#">ERC Parental Engagement Strategy</a></p> <p>Family Centred Accreditation</p> <p>Microsoft Forms</p> <p><a href="#">Newsletters</a></p> <p><a href="#">Family learning Framework (2018)</a></p>	<p>Parental Survey <a href="#">HGIOS Pg45</a></p>	Parental Engagement
		<ul style="list-style-type: none"> <li>• Build on successes of International Day through further planned events to promote inclusion and diversity</li> <li>• Introduce a Diversity coffee morning</li> <li>• Mental health support for parents: building resilience. (BounceBack parental input?)</li> </ul>	<p>All staff Parent Council PT BI-lingual support assistant Pupil Committee</p>		<p>Parent Council PSA <a href="#">National Improvement Hub - 50 things to do before 11 ¾</a></p>	<p><a href="#">HGIOS Pg45</a></p>	Parental Engagement

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					<a href="#">(outdoor learning)</a>		
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Learning Provision

## Successes and Achievements

How good are we at improving outcomes for all our learners?

Quality Indicators	Themes	NIF Priorities
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>➤ Wellbeing</li> <li>➤ Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement in attainment, particularly in literacy and numeracy;</li> <li>➤ Closing the attainment gap between the most and least disadvantaged children;</li> <li>➤ Improvement in children's and young people's health and wellbeing; and</li> <li>➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>➤ Attainment over time</li> <li>➤ Overall quality of learners' achievement</li> </ul>	
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> <li>➤ Creativity skills</li> <li>➤ Increasing employability skills</li> </ul>	
<b>Budget - £46,800 (PEF)</b>		

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	NIF	
<b>A</b>	<p>Wellbeing indicators are an integral feature of school life</p> <p>Outdoor spaces promote positive relationships in wellbeing</p>	<ul style="list-style-type: none"> <li>• Establish garden club and apply for RHS Level 3 Campaign for School Gardening Award</li> <li>• Hanging winter basket workshop</li> <li>• Ensure all classes have opportunities to grow flowers, fruit and veg and make links across the curriculum – STEM</li> <li>• Timetable all stages to make full use outdoor space, planning across the curriculum</li> </ul>	<p>SMT All Staff P1&amp;P2 staff PSAs</p>	<p>Aug 18- June 19</p>	<p>Research in outdoor learning</p> <p>RHS Campaign for School Gardening</p> <p>Practitioner enquiry</p>	<p>Analysis of summative assessment</p> <p>Forward Plan monitoring</p> <p>Jotter monitoring</p> <p>Learning visits</p> <p>Teachers' Professional Judgement</p> <p>Learning Conversations</p> <p>Professional Dialogue</p> <p><a href="#">HGIOS Pg 51</a></p>	<p>Assessment of children's Progress</p>

There are two gifts we should give our children; one is roots and the other is wings...Hodding Carter

B	<p>Robust tracking in core curriculum demonstrates very good progress</p> <p>Pupils participate in decision making about their learning pathways</p> <p>Inclusion is successful for all</p>	<ul style="list-style-type: none"> <li>Utilise Benchmarks to inform teacher judgement</li> <li>Monitor impact of Reading buddies</li> <li>Introduce Numeracy buddies begin Term 3</li> </ul>	SMT	Sep, Jan, May 2018-19	<a href="#">Maths Champion Glow Group</a>  <a href="#">Numeracy &amp; Maths Hub</a>	<a href="#">HGIOS Pg 37</a>	Assessment of children's Progress
C	<p>Ambitious attainment and achievement for all learners</p> <p>Employability skills are developed in a progressive way for all learners</p> <p>Creativity is practically applied as a higher-order thinking skill</p>	<ul style="list-style-type: none"> <li>Re-establish DYW through cluster presentation to all staff</li> <li>Introduce Cluster plans at all stages</li> <li>All pupils P5 – 7 registered and using My World of Work website and utilise St Ninian's My World of Work Ambassadors to support</li> <li>Display cluster poster resources in each classroom to promote DWY links and HOTS development across learning</li> <li>Pupils identify personal skills and qualities associated with the world of work</li> <li>Establish links with local businesses to develop awareness of employability skills amongst pupils and extend list of partners who can support DYW across stages</li> <li>Share DYW language/skills development with parents</li> </ul>	Cluster SMT All staff Partners		<p>ERC DYW Implementation Plan</p> <p>ERC Parental Engagement Strategy</p> <p>CfE Posters</p> <p><a href="#">HGIOS 4</a></p> <p>2020 Learning and Teaching in ER Schools</p>	DYW school audit	School Leadership

Successes and Achievements



## Our Lady of the Missions PEF Plan 2018 to 2019



1. Summary Information			
<b>School</b>	Our Lady of the Missions Primary School		
<b>Year</b>	2018 to 2019	Total Pupil Equity Fund Budget	£46,800
<b>School Roll</b>	905	Number of pupils eligible for PEF (2018 to 2019)	38 FME: 18 SIMD 1: 4 pupils SIMD 2: 1 pupil 18 pupils with EAL language level 2 or below as per HT's selected criteria

2. Current analysis of Attainment and Achievement					
Curriculum for Excellence Levels (% of P1, P4, and P7 pupils and % of S3 pupils achieving level)				Standardised Test Performance Average Result	
	Pupils eligible for PEF	School Average	National Average	Pupils eligible for PEF	School Average
<b>Reading/Language</b>	<b>P1:</b> 100%	EA June	P1 EA June	<b>P3</b> 88	<b>P3</b> 99
	<b>P4:</b> 85%	1A June	P4 1A June	<b>P5</b> 77	<b>P5</b> 97
	<b>P7:</b> 0%	3M June	P7 2A June	<b>P7</b> 88	<b>P7</b> 94
<b>Writing</b>	<b>P1:</b> 100%	EA June	P1 EA June		
	<b>P4:</b> 71%	1A June	P4 1A June		
	<b>P7:</b> 100%	3M June	P7 2A June		

<b>Talking &amp; Listening</b>	<b>P1:</b> 100%	EA June	P1 EA June		
	<b>P4:</b> 67%	1A June	P4 1A June		
	<b>P7:</b> 100%	3M June	P7 2A June		
<b>Mathematics</b>	<b>P1:</b> 100%	EA June	P1 EA June	<b>P3</b> 97	<b>P3</b> 103
	<b>P4:</b> 67%	1A June	P4 1A June	<b>P5</b> 88	<b>P5</b> 98
	<b>P7:</b> 100%	3M June	P7 2A June	<b>P7</b> 85	<b>P7</b> 98

### 3. Identify positive and negative factors impacting on future attainment and achievement (for pupils eligible for PEF)<sup>1</sup>

<b>In School factors-Positive</b>	<b>In School factors-Negative</b>
In most classes, technology is currently used effectively for the support of pupils.	Some practitioners still require encouragement and/or lack confidence to use digital technology to support learners
The established Attainment Team have been consistent and comprehensive in their collation and analysis of assessment data and allocation of support provision.	Changes in personnel within attainment team including loss of PSA.
The creation of a dedicated space to build upon for Nurture provision and other focused emotional health and wellbeing supports.	Reduced hours of bi-lingual support assistant.
	Emotional regulation of some identified pupils.
<b>External factors-Positive</b>	<b>External factors-Negative</b>
Within last session's focus group, most parental engagement barriers were reduced during focused interventions to the benefit of learners and their families.	Parental Engagement levels-some families still not engaging with focused interventions.
	Parental confidence in supporting phonics

### 4. INTERVENTIONS

#### Reading Café (P1 and 2 families-targeted)

<sup>1</sup> **In-school factors** will include language skills, high ability, behaviour issues, motivation for learning, emotional/mental health, pupil involvement in their learning, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy

**External factors** will include parental factors such as engagement with pupils learning, relationships with school staff, value of education, parenting skills, parental educational experiences, parental physical, mental and cognitive health, and attendance. Some factors may be explored in both categories e.g. aspirations for the future

<b>Bi-lingual Rhyme Club (P1-3)</b>	
Impact/Outcome	Parental engagement will improve and parental confidence will increase in supporting children with reading and phonics. This will result in increased completion of phonics homework, increased shared reading opportunities and increased phonological awareness.
SMART Outcome	<ul style="list-style-type: none"> <li>• Pupils will be able to detect rhyme on most occasions.</li> <li>• Pupils will be able to recognise and say sounds on most occasions.</li> <li>• Pupils will be able to correctly answer literal comprehension questions on most occasions.</li> <li>• Pupils will be able to blend CVC words on most occasions.</li> </ul>
Action	The Reading Café will be re-established and will be strengthened with additional story sacks and rhyme bags. There will be focused workshops in addition to the approach used last session which modelled shared reading practice. The additional workshops will focus on developing knowledge in parents of supporting children with rhyme and knowledge of sounds. Visitors will be invited in e.g. from local library to try to encourage parents to join. The focus will continue to be around reading but, in addition, we aim to introduce a HWB element e.g. healthy eating, financial education for parents along with focused workshops on how parents can help their children in P1/2 to develop fine motor skills.
Personnel	PEF attainment team and identified PSA
Timescale	End Sept-June
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Pre, mid and end questionnaires for pupils, staff and parents.</li> <li>• Use of baseline information as a benchmark</li> <li>• Phonological Assessment Test to be carried out</li> <li>• Regular sounds and phonics assessment from class teachers to be collated on an ongoing basis.</li> <li>• Monitoring of Nessy spelling and reading</li> <li>• My City monitoring within Education City</li> </ul>
Resources including budgeted costs	£100

<b>Nurture Provision and Accommodation</b>	
Impact/Outcome	The development of our Nurture room is ongoing and the job of resourcing, furnishing and developing this special space has been a collaborative venture between staff and pupils. This continued collaboration and sense of ownership and pride in the creation will impact positively on pupils' wellbeing. The space will continue to be used for other focused interventions such as SULP to improve social communication, "Happy to be Me" group to build resilience, and our Lego Therapy group which also develops social communication skills. The continued availability of this room will ensure continuity,

	<p>security and familiarity for some of our more vulnerable learners and families e.g. families support through the Reading Café.</p> <p>Through a concentrated focus on the first nurture principle, “Every behaviour is a Communication”, learners and staff will develop a better understanding of pupil needs. Through working through agreed Boxall targets, pupils will become more emotionally aware and more responsible learners who are able to better access the curriculum.</p>
SMART Outcome	<p>Pupils will be more able to express and regulate their emotions on most occasions.</p> <p>Pupils will ultimately be more be able to cope with the expectations of being in a classroom setting full time in respect of focus, listening concentration and completion of tasks on most occasions.</p>
Action	<p>Carry out Boxall Profiles to identify candidates. The PEF PT will liaise and engage with parents about purpose of intervention and regularly liaise with class teachers and PSAS who interact regularly with pupils to measure progress. A robust NURTURE programme will be planned and implemented which meets the needs of individual pupils, making full use of the Nurture space available including the outdoor spaces. The programme will include making use of partners and wider community including the exploration of the Therapet approach and potentially intergenerational work with elderly in our community.</p>
Personnel	<p>PT PSA PEF Attainment Team</p>
Timescale	<p>Aug-Jun (nurture blocks of 8 weeks at a time)</p>
Monitoring and Evaluation	<p>Boxall Assessments pre and post intervention ST test scores</p>
Resources including budgeted costs	<p>Nurture provisions £100</p>

OLM Stars Club	
Impact/Outcome	<p>The OLM Stars club aims to build confidence in pupils by exposing targeted learners to “soon to be taught” concepts to pupils across all stages. Resources have recently been sourced for this intervention and will be built upon throughout the session. Separate groups of learners from infant, junior and senior departments will be targeted and will take part in carefully planned stimulating and motivating activities within a relaxed setting where breakfast refreshments will also be offered. The aim is to impact positively on engagement, participation and knowledge/understanding of key concepts. In addition, teachers delivering the intervention will target general areas which continue to be problematic such as number bonds and multiplication for the identified pupils.</p>

SMART Outcome	Pupils can participate confidently when the concepts are introduced at class level. Pupils can engage with the relevant maths and numeracy topics during the session on most occasions. Pupils can confidently show their knowledge of number bonds (to appropriate level for their stage) on most occasions.
Action	Key staff will be identified to run the OLM Stars club once a week for the different stages. The Attainment team will identify relevant pupils through analysis of SNSA results, standardised test results and recent class assessments. Teachers will liaise with stage partners to generate a plan of which concepts will be taught. The focus will be on learning through digital technology and active approaches through games. The identified PSA will be responsible for organising the children's snacks.
Personnel	Identified teachers who will be paid at supported study rate. PEF attainment team
Timescale	September-June
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Leuven scale (or alternative) to measure engagement levels</li> <li>• Assessment of the pre-taught concepts at end of each teaching block</li> <li>• Number bond assessment pre and post intervention</li> <li>• Monitoring of My City results within Education City</li> </ul>
Resources including budgeted costs	Supported Study Pay Rate: £25 per hour Snack items: £ 100

Literacy Development through Digital Technology	
Impact/Outcome	To motivate pupils and provide targeted support through use of technology which will impact positively on attainment in spelling, reading and writing.
SMART Outcome	Pupils can improve spelling age and Standardised spelling score between Aug and Jan. Pupils can increase the number of books they read for pleasure. Pupils can improve the structure and content of their extended writing.
Action	Ensure that teachers and PSAS are using Clicker 6 weekly for targeted pupils. PEF attainment team will monitor use of Nessy Reading and Spelling and My City within Education City to measure progress on a monthly basis. PEF attainment team will explore the use of APPS to use on new I Pads which are arriving in the new session.
Personnel	Class teachers PSAS PEF attainment Team
Timescale	August-June
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Nessy Monitoring</li> </ul>

	<ul style="list-style-type: none"><li>• My City monitoring</li><li>• Clicker 6 monitoring</li><li>• SNSA reading and writing scores</li><li>• Standardised test scores</li><li>• SWST monitoring and analysis</li></ul>
Resources including budgeted costs	Cost of relevant APPS when iPads arrive. TBC