



## Contents

Strategic Plan 2019-2022

Section 1 – Leadership and Management  
Section 2 – Learning Provision  
Section 3 – Successes and Achievements  
Maintenance



## Our Lady of the Missions School Improvement Plan Session 2020-2021



Honouring Jesus Christ as the Way, the Truth and the Life

<p style="text-align: center;">Leadership and Management Honouring Jesus Christ as the Way, the Truth and the Life How good is our leadership and approach to improvement?</p>		
Quality Indicators	HGIOS 4 Themes	Developing in Faith Characteristics
1.1 Self-evaluation for self-improvement	1.1.3 Impact on learners' successes and achievements	<ul style="list-style-type: none"> <li>➤ A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents</li> </ul>
1.2 Leadership of learning	1.2.3 Children and young people leading learning	<ul style="list-style-type: none"> <li>➤ A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church</li> </ul>
1.4 Leadership and management of staff	1.4.3 Staff wellbeing and pastoral support	
NIF Priorities	NIF Drivers	
<ul style="list-style-type: none"> <li>❖ Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teacher professionalism</li> <li>➤ assessment of children's progress</li> <li>➤ parental engagement</li> <li>➤ school improvement</li> <li>➤ performance information</li> </ul>	
<ul style="list-style-type: none"> <li>❖ Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>		
<ul style="list-style-type: none"> <li>❖ Improvement in children and young people's health and wellbeing</li> </ul>		
<ul style="list-style-type: none"> <li>❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>		
Budget	£8,889	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
L e a d e r s h ip	<p><b>Creativity</b></p> <p>Develop creative approaches to learning and teaching, including improving the quality of play and pedagogy at Early Level</p>	<p>With a focus on creative approaches to learning and teaching, staff should:-</p> <ul style="list-style-type: none"> <li>● audit and review provision for play in P1 and P2</li> <li>● Transition of Playful Pedagogy into P3</li> <li>● ensure implementation of play in literacy and numeracy provides challenge for all pupils</li> <li>● make use of curriculum flexibility to plan for blocks of learning with an IDL focus</li> <li>● staff access Creativity videos on Ed Scotland Creativity portal</li> <li>● make full use of outdoor learning opportunities across the curriculum</li> </ul>	DHT P1 & P2 teachers PSA	Aug 2020-Oct 2020	<a href="#">Ed Scotland Realising the Ambition</a> <a href="#">Ed Scotland Interdisciplinary Learning</a> <a href="#">Ed Scotland Play Pedagogy Toolkit</a> <a href="#">Ed Scotland Outdoor Learning Advice</a> <a href="#">Outdoor Classroom Day</a> <a href="#">Owl Scotland resources</a> <a href="#">Creativity Portal</a>	Review of Learners' Experiences across Early Level using Realising the Ambition and Play Pedagogy Toolkit
L e a d e r s h ip	<p><b>Pupil Participation</b></p> <p>An ethos of high expectations and achievement showing an increase in the number of pupils agreeing they have opportunities to celebrate personal achievement</p> <p>Pupils will be supported to lead their own learning and confidently articulate their rights, targets, skills and achievements</p>	<p>Teachers should develop further opportunities for pupils to strengthen and embed:</p> <ul style="list-style-type: none"> <li>● leadership of their own learning in the BGE</li> <li>● pupil voice</li> <li>● opportunities for pupils to follow interests and develop individual skills and knowledge</li> <li>● continue to seek opportunities for further rights embedded learning</li> <li>● creative use of real-life contexts for learning to enhance skills for learning, life and work</li> <li>● collaborative working across stages</li> </ul>	SMT Pupil leadership groups Teaching Staff	Aug 2020 - June 2021	<a href="#">HGlourS (part 1)</a> <a href="#">HGlourS (part 2)</a> <a href="#">Learner Panel Report 2019</a> <a href="#">Ed Scotland Learner Participation</a>	Quality Assurance Calendar activities Tracking of leadership participation  pupil self evaluation using <a href="#">HGlourS (part 1)</a> <a href="#">HGlourS (part 2)</a>

Professionalism	<p>A culture of professional enquiry as well as a culture of self-evaluation and continuous improvement</p>	<ul style="list-style-type: none"> <li>● Provide support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups</li> <li>● Embed Professional enquiry and learning rounds/lesson study</li> <li>● Use of virtual technology to facilitate lesson study/learning rounds</li> <li>● Empower staff to strengthen practices in self-evaluation for improvement</li> </ul>	SMT Staff leadership	Aug 2020 - June 2021	<a href="#">Empowering school Leaders</a> <a href="#">An Empowered System Ed scotland</a>	<p>Annual Professional review and Development</p> <p>Continuing review of teacher workload and bureaucracy</p>
-----------------	---	---	-------------------------	-------------------------	--	--

<p style="text-align: center;"><b>Learning Provision</b></p> <p style="text-align: center;">Honouring Jesus Christ as the Way, the Truth and the Life</p> <p style="text-align: center;"><b>How good is the quality of care and education we offer?</b></p>		
<b>Quality Indicators</b>	<b>HGIOS 4 Themes</b>	<b>Developing in Faith Characteristics</b>
2.2 Curriculum	2.2.3 Learning Pathways	<ul style="list-style-type: none"> <li>➤ A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents</li> <li>➤ A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church</li> </ul>
2.3 Learning, teaching and assessment	2.3.1 Learning and engagement	
2.5 Family Learning	2.5.1 Engaging families in learning	
2.6 Transitions	2.6.3 Continuity and progression in learning	
<b>NIF Priorities</b>	<b>NIF Drivers</b>	
<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 and young people</li> <li>❖ Improvement in children and young people's health and wellbeing</li> <li>❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teacher professionalism</li> <li>➤ parental engagement</li> <li>➤ assessment of children's progress</li> <li>➤ school improvement</li> <li>➤ performance information</li> </ul>	
<b>Budget</b>	£20, 210 Class materials; £7200 printing	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
A s s e s s m e n t	<p><b>Literacy and English</b></p> <p>Ambitious attainment and achievements for all learners.</p> <p>Improved literacy attainment throughout the years of the broad general education.</p> <p>Improve the curriculum to help all children and young people to develop their literacy skills and knowledge.</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Improve partnership engagement</p> <p>Increase by 3% pupils achieving combined CFE judgements at P1 and P4 in writing/talking and listening.</p> <p>Build on and maintain P3 and P7 Literacy ST averages and increase P5 average by 2 points</p>	<p>With a focus on creative approaches to learning and teaching, make explicit IDL links between literacy within the classroom and outdoors and:</p> <ul style="list-style-type: none"> <li>• STEM</li> <li>• DYW</li> <li>• Expressive Arts</li> <li>• Social Studies</li> <li>• Religious Education</li> </ul> <p>Further implement the Literacy Strategies and evaluate impact:</p> <ul style="list-style-type: none"> <li>• ERC Skills Framework (new – clear guidance on how to ensure teaching &amp; assessment that is progressive across a level vs stage).</li> <li>• Audit and review writing approaches across all stages</li> </ul> <p>Provide effective intervention for all children who require support:</p> <ul style="list-style-type: none"> <li>• Utilise investment in accredited teacher leader of Reading Recovery</li> <li>• Further engage parents to support Literacy Development and achievement</li> <li>• Explore Scotland's Primary One Literacy Assessment and Action Resource ( POLAAR) to identify children most at risk of developing literacy difficulties with reading and writing</li> </ul> <p>Continue to embed reading culture in school:</p> <ul style="list-style-type: none"> <li>• Embed use of BorrowBox</li> <li>• Embed use of Reading Cloud</li> <li>• Develop use of STEM Library</li> </ul> <p>Make effective use of 'break out' areas and the enhanced additional spaces for learning.</p>	All staff DHT  All Staff DHT  DHT Jennifer Kirkwood  DHT Reading Recovery Attainment Team	Aug 20- Jan  Aug 20 - Jan  Ang 20 - Jan	<a href="#">STEM strategy Action Plan</a> <a href="#">STEM Self-evaluation framework</a> <a href="#">New CfE Literacy Planners</a> <a href="https://education.gov.scot/improvement/learning-resources/primary-one-literacy-assessment-and-action-resource-polaar/">https://education.gov.scot/improvement/learning-resources/primary-one-literacy-assessment-and-action-resource-polaar/</a>  <a href="https://www.readingcloud.net">https://www.readingcloud.net</a>	Forward Plan monitoring  Learning visits  Displays  Jotters, big books and digital collections e.g blogs  Summative Assessment Data  Learning round/lesson study  Moderation  Standardised Test presentation  Benchmarking Tool  Baseline  Developmental Milestones  SNSA

Assessment	<b>Numeracy and Mathematics</b>					
	<p>Ambitious attainment and achievement for all learners with 95% of all learners achieving expected levels</p> <p>Build capacity of teachers to consistently use creative learning opportunities and current methodology to support pupils' developing understanding of the application of Mathematics and Numeracy across the curriculum</p> <p>Pupils have an accurate understanding of their progress and what they need to do to improve and are enabled to lead their own learning</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Build on and maintain numbers pupils achieving current combined CFE judgements at P1 and P4 in Numeracy.</p> <p>Build on and maintain P3 and P7 Numeracy ST averages and increase P5 average by 2 points.</p>	<p>With a focus on creative approaches to learning and teaching, make explicit IDL links within the classroom and outdoors between Maths and:-</p> <ul style="list-style-type: none"> <li>• STEM</li> <li>• DYW</li> <li>• Expressive Arts</li> <li>• Social Studies</li> </ul> <p>Embed use of manipulatives:-</p> <ul style="list-style-type: none"> <li>• concrete, pictorial, abstract for all newly introduced concepts</li> <li>• bar modelling used for problem solving</li> </ul> <p>Introduce and trial Number Talks P1-P7</p> <p>Make effective use of 'break out' areas and the enhanced additional spaces for learning.</p>	<p>Maths Champions DHT</p> <p>All staff</p> <p>Maths Champions DHT</p>	<p>Aug 2020 - Jan 2021</p>	<p><a href="#">STEM strategy Action Plan</a></p> <p><a href="#">Maths Champion Glow Group</a></p> <p><a href="#">Numeracy and Maths - Ed Scotland</a></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><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, big books and digital collections e.g blogs</p> <p>Summative Assessment Data</p> <p>Learning round/lesson study</p> <p>Moderation</p> <p>Standardised Test presentation</p> <p>SNSA</p>

	<b>Health and Wellbeing</b>				
Teacher Professionalism	<p>Develop trauma-informed knowledge and practice which impacts positively on pupil wellbeing and builds resilience.</p> <p>Widen targeted support capacity for pupils requiring additional emotional support</p> <p>Promote the 6 nurture principles to improve wellbeing of <i>all</i> learners and to help pupils cope with the current societal/global challenge</p> <p>Ensure progression through social and emotional health planners</p>	<ul style="list-style-type: none"> <li>Compassionate Connected Communities training at local authority level to be undertaken to build capacity in trauma informed practice and as a nurturing school</li> <li>Compassionate Connected Classroom-P4-7 resilience lessons through Education Scotland's Compassionate Connected Classroom <a href="#">materials</a></li> <li>Ensure other Attainment Team members are familiar with targeted programmes such as 'we Eat Elephants' /'Happy to be Me' group to increase delivery capacity when required.</li> <li>Use PEF-funded PSA to assist in delivery of nurture provision</li> <li>Assembly focus/CLPL opportunities for staff</li> <li>Whole school social story approach to support resilience and transitions back to school</li> <li>Nurture provision</li> <li>Play provision/'playful interactions' within learning</li> <li>Outdoor learning</li> </ul> <p>Identification of supplementary resources for development of emotional and social wellbeing</p>	PT 1 and identified class teacher  P4-7 class teachers  PT1 Attainment Team PEF PSA  All staff  PT 1 Identified non-class contact teachers  PT1 SMT	Aug 2020-Jun 2021	<a href="#">Health and Social care Strategic Plan 2018 - 2021</a> <a href="#">Carers scotland Act 2016</a> <a href="#">Meeting Learner Needs in East Renfrewshire</a> <a href="#">HealthiER minds</a>
					Professional enquiry approach
					Masters Learning (PT1)
					Forward plans (HWB)
					Monitor referral rate /enquiries to partner services

<p>Ensure staff are fully aware of all multi-agency partners available to establish suitable sign-posting and referrals takes place</p> <p>Ensure equity for our most vulnerable learners through access to clubs</p> <p>Promote positive well-being and resilience for staff</p>	<p>Assembly focus inputs on support available and updating of OLM GIRFEC policy and continued liaison with relevant partners such as Family First</p> <ul style="list-style-type: none"> <li>Increased focus on mental health &amp; wellbeing (e.g. socially, pastoral support &amp; approaches).</li> <li>Training for staff on knowing agencies available to support children.</li> <li>Make more certificates for <u>all</u> curricular areas. E.g. PE/social studies etc.</li> <li>Generic certificates.</li> </ul> <p>Continue ensure robust tracking, linking with Active Schools to ensure all pupils gain access to healthy clubs and activities</p> <p>Ensure active &amp; healthy pupils through:</p> <ul style="list-style-type: none"> <li>Sports Leaders P1-7</li> <li>Links &amp; Visits w/St Ninian's &amp; Woodfarm Sports Leaders</li> <li>Invite pupil participation in external clubs Mon-Fri</li> <li>Ongoing participation in local &amp; national sports competitions.</li> <li>use of outdoor classroom</li> <li>High Quality PE learning experiences delivered P1-7.</li> <li>Ongoing audit of pupils participating in clubs &amp; targeted interventions to those with limited experience/access</li> </ul> <p>Make effective use of 'break out' areas and the enhanced additional spaces for learning.</p> <p>Opportunities for staff to focus on positive mental wellbeing</p>	<p>Active Schools staff</p> <p>Office staff</p> <p>PTs</p>		<p><a href="#">Staff Wellbeing</a></p>
---	---	--	--	--

Assessment	<p><b>STEM</b></p> <p>Ensure best use of available resources, including digital technologies, to create motivating, hands-on STEM learning experiences and investigations.</p> <p>Indoor and outdoor learning environments fully support learning, teaching and inclusion in STEM.</p> <p>Engaging families in STEM learning</p> <p>STEM is fully embedded across the four contexts for learning.</p>	<ul style="list-style-type: none"> <li>Develop STEM learning within the classroom and outdoors in interdisciplinary contexts           <ul style="list-style-type: none"> <li>linking STEM to cross-cutting themes such as digital skills and learning for sustainability.</li> </ul> </li> <li>Track progress for all learners in STEM including: attainment, achievement and skills development.</li> <li>Make effective use of STEM assessment resources</li> <li>Creative, hands-on approaches to STEM homework to engage parents and families.</li> <li>Social media and digital technologies used effectively to engage parents in their child's learning.</li> <li>P7 pupils to participate in Young STEM Leaders Programme:           <ul style="list-style-type: none"> <li>peer STEM role models to inspire more young people to develop an interest in STEM.</li> </ul> </li> </ul> <p>Make effective use of 'break out' areas and the enhanced additional spaces for learning.</p>	DHT Class Teachers STEM Mentor	August 2020-June 2021	<a href="#">STEM Self-evaluation framework</a> <a href="#">STEM Strategy Action Plan</a> <a href="#">Assessments</a> <a href="#">Assembly Focus</a> <a href="#">Young STEM Leaders Programme</a>	Quality Assurance Forward Plans Moderation Pupil Work Assessment Data Parent Feedback Twitter
Assessment	<p><b>Technologies</b></p> <p>Children and young people should be able to develop and demonstrate:-</p> <ul style="list-style-type: none"> <li>knowledge and understanding of the big ideas and concepts of the technologies;</li> <li>curiosity, exploration and skills in problem solving;</li> <li>creativity and innovation;</li> <li>skills in using tools, equipment, software, graphic media and materials;</li> <li>critical thinking through exploration and discovery within a range of learning contexts, discussion and debate;</li> <li>making connections between specialist skills developed within</li> </ul>	<p>With a focus on creative approaches to learning and teaching, make explicit IDL links within the classroom and outdoors between:-</p> <ul style="list-style-type: none"> <li>STEM</li> <li>DYW</li> <li>Literacy</li> <li>Expressive Arts</li> <li>Social Studies</li> </ul> <p>Assess children's levels of digital skills in order to provide learning which is appropriately differentiated to suit their needs and develops and consolidates identified skills.</p> <p>Track progress for all learners in Technology including: attainment, achievement and skills development.</p>	PT2 Digital leaders (staff & pupil)  Class Teachers	Aug 2020-Jun 2021	Assessments <a href="#">Digital Learning and Teaching Strategy</a> Read and Write Software Assessments <a href="#">Call Scotland resource</a> <a href="#">Digital Schools Award</a>	Quality Assurance Forward Plan Monitoring Learning Visits - Evidence of use of resources in IDL Pupil Work Assessment Data Parent Feedback Twitter Moderation

	<p>learning and skills for the world of work;</p>	<p>Provide support, including CLPL, to staff in order to introduce the digital accessibility resource package 'Read &amp; Write' for every pupil.</p> <p>Make effective use of digital technologies and social media to engage parents in their child's learning.</p> <p>Utilise all digital resources and continue to use creative approaches to extend learning, giving children experiences that would not normally be accessible.</p> <p>Make use of iPads to support the needs of all learners, particularly our pupils with dyslexia, using a variety of apps.</p> <p>Achieve Digital Schools Awards Cyber Resilience Internet Safety Badge (CR-IS)</p> <p>Continue to embed the use of technology such as: Loom, Teams and Google Classroom to enhance learning and to facilitate remote learning.</p> <p>Opportunities for digital moderation and sharing of good practice.</p>				
Parental Eng	<p><b>RERC</b></p> <p><b><i>Honouring Jesus Christ as the way, the truth and the life</i></b></p> <p>Provide a range of activities, experiences and programmes which will develop pupils' capacities for life.</p> <p>Teaching and learning resources promote a faithful understanding of the Gospel and of Church teaching.</p>	<ul style="list-style-type: none"> <li>Develop knowledge of Catholic social teaching through knowledge of role models who have a strong faith e.g. Mother Theresa, St Theresa of L, Our Lady, disciples, Famous influencers etc. Reflect on how their lives influence our Catholic mission.</li> <li>make explicit links between Catholic social teaching and the revised school vision and values</li> <li>Revise use of Shining the Light as evaluation tool for staff.</li> </ul>	HT  DHTs  Class Teachers	August 2020-June 2021  Aug 20 - Jan 21	<a href="#">Teams Essentials</a>  <a href="#">Teams Meetings</a>	Weekly assemblies  Pupil Work  Classroom Displays  Pupil Dialogue  Forward Plans  Professional Dialogue

a g e m e n t		<ul style="list-style-type: none"> <li>Include hymn practises in our weekly assemblies.</li> </ul>				
S c h o o l  I m p r o v e m e n t	<p><b>Social Studies</b></p> <p>To provide greater opportunities to develop and apply skills and learning to interdisciplinary topics resulting in more secure attainment.</p> <p>Enhanced opportunities for pupils to lead their own learning within Social Studies allowing pupils to be successful, confident, responsible and effective in school, their work, their community and internationally.</p> <p><b>Sustainability</b></p> <p>Embed a progressive and coherent approach to Learning for Sustainability.</p> <p>Develop pupil's knowledge, understanding and active participation in a global multicultural society and Scotland's place in it.</p>	<p>Update school's approach to planning teaching and assessing Social Studies by:</p> <ul style="list-style-type: none"> <li>- refreshing topic planners</li> <li>- completing resource inventory</li> <li>- bundling experiences and outcomes together within planning document to make explicit IDL and RRS links</li> </ul> <p>Present school's updated approach to planning, teaching and learning within Social Studies to staff prior to implementation.</p> <p>Staff complete planning and assessment overviews clearly stating IDL links.</p> <p>Opportunities for pupils to take responsibility for their learning, successes and achievements by following their interests and using real life contexts to lead their own learning.</p> <p>Integrate opportunities for outdoor learning in planning</p> <p>Continue with second year of Eco School Application (year 2/2)</p> <p>Embed Global Goals progressive teaching plan across the school.</p> <p>Engage with John Muir Award</p>	SMT  Teaching Staff  Curriculum Development Group  Pupils	November 2020-June 2021	<a href="#">Social Studies Topic Tracking and Resources</a>  <a href="#">Building Curriculum 3</a>  <a href="#">Ed Scotland Interdisciplinary Learning</a>  <a href="#">Ed Scotland Learner Participation</a>  <a href="#">Ed Scotland Learning for Sustainability Action Plan</a>  <a href="#">Vision 2030 Learning for Sustainability National Implementation</a>  <a href="#">Learning for Sustainability Resources</a>  <a href="#">Global Goals Planning</a>  <a href="#">John Muir Award</a>  <a href="#">Forest Schools</a>	Termy Topic Planners  Forward Plan Evaluations  Learning Visits  Pupil Dialogue  Classroom Displays  Professional Dialogue  Jotter Monitoring  Topic Tracking  Award Process: Eco Schools John Muir Trust Fairtrade

School Leadership	<p><b>Developing the Young Workforce</b></p> <p>An increase in opportunities for all young people to develop knowledge and understanding and skills for life. All children and young people will develop:-</p> <p>Knowledge and understanding of the skills associated with different occupations</p> <p>A recognition of their own skills and how they can apply to future career choices</p>	<p>With a focus on creative approaches to learning and teaching, make explicit IDL links between pupil skills development across the curriculum and :-</p> <ul style="list-style-type: none"> <li>• employment skills and pathways</li> <li>• Their personal achievements and interests</li> <li>• Enterprise skills – linked to LI &amp; SC of lessons.</li> <li>• Make explicit links between World of Work and personal profiles</li> </ul>	DYW leader DHT/PT	Aug 202-Dec 2020	<p><a href="#">DYW Implementation Plan</a></p> <p><a href="#">SNHS Cluster DYW Inspiration Pack</a></p> <p>Forward Plans</p> <p>Jotter Monitoring</p> <p>Pupil Work/ Profiles</p> <p>Teacher/Pupil/Parent Feedback</p> <p>Pupil self-evaluation using <a href="#">HGlourS (part 1)</a> <a href="#">HGlourS (part 2)</a></p>
School Improvement	<p><b>Modern Languages</b></p> <p>A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</p> <p>An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it</p>	<p>Implement the recommendations of the Review of the 1+2 Languages Strategy</p> <ul style="list-style-type: none"> <li>- Relevant Topics for P1-7</li> <li>- Increased Challenge for P6/7</li> <li>- Re-establish cluster connections to develop a more progressive curriculum.</li> <li>- Build stronger links for P6/7-S1 transition in M.L.</li> </ul> <p>Launch OLM P1-7 Progressive French Language Programme .</p> <p>Continue to build school leadership opportunities through participation in:</p> <ul style="list-style-type: none"> <li>- Immersion Course</li> <li>- Language Leaders Network</li> </ul>	<p>DHT</p> <p>Class Teachers</p> <p>Language Leaders</p> <p>M.L. Dep @St Ninian's</p> <p>French ambassadors</p>	Aug 2020-June 2021	<p><a href="#">1 Plus 2 Languages Thematic Review</a></p> <p><a href="#">Language Learning in Scotland: A 1+2 Approach</a></p> <p><a href="#">A 1+2 Approach to Language Learning from P1 onwards</a></p> <p><a href="#">OLM French Progressive Planner</a></p> <p><a href="#">International Schools Award</a></p> <p>Forward Plans</p> <p>Jotter Monitoring</p> <p>Pupil Work</p> <p>Teacher/Pupil/Parent Feedback</p>

		Continue to progress onto 'International School Accreditation' (British Council: 3 year Recognition)			
Parental Engagement	<p><b>Partnerships</b></p> <p>Continue process for achieving Family Focused GOLD award ensuring that families are engaged and involved in school life and education</p> <p>Higher levels of parental engagement in their children's learning and in the life of the school</p> <p>Ensure diversity is celebrated throughout the school community</p> <p>Consolidate international links with Project Gambia</p>	<ul style="list-style-type: none"> <li>Cluster partnership working on Family Centred Approaches GOLD award</li> </ul> <p>Diversity events such as coffee mornings</p> <ul style="list-style-type: none"> <li>Increased focus on Parent Partnership (using their skills in DYW, STEM, HWB, Languages.</li> <li>Parents involved in planning and evaluating learning</li> <li>Teachers for new P1 pupils are able to visit nurseries to build pupil profiles before the beginning of new school year.</li> </ul> <p>Further develop links with Project Gambia and St Patrick's School by:</p> <ul style="list-style-type: none"> <li>- continuing communication between P6 pupils and pupils in St Patrick's</li> <li>- opportunities for fundraising activities</li> <li>- Back Pack Appeal</li> </ul>	PT 1  Bi-lingual support  PEF PSA	Aug 2020-Jun 2021	Link to Family Focused GOLD plan when completed  Family Focused GOLD award validation process

<p style="text-align: center;"><b>Successes and Achievements</b>  <b>Honouring Jesus Christ as the Way, the Truth and the Life</b></p> <p style="text-align: center;">How good are we at improving outcomes for all our learners?</p>		
<b>Quality Indicators</b>	<b>HGIOS 4 Themes</b>	<b>Developing in Faith Characteristics</b>
3.2 Raising attainment and achievement	3.2.1 Attainment in literacy and numeracy	<ul style="list-style-type: none"> <li>➤ A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents</li> <li>➤ A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church</li> </ul>
3.2 Raising attainment and achievement	3.2.4 Equity for all learners	
3.3 Increasing creativity and employability	3.3.2 Digital innovation	
<b>NIF Priorities</b>	<b>NIF Drivers</b>	
<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 and young people</li> <li>❖ Improvement in children and young people's health and wellbeing</li> <li>❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teacher professionalism</li> <li>➤ parental engagement</li> <li>➤ assessment of children's progress</li> <li>➤ school improvement</li> <li>➤ performance information</li> </ul>	
<b>Budget £(PEF)</b>	£27,000	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
assessment	<b>Developing Scotland's Young Workforce</b> Ambitious attainment and achievement for all learners Creativity is practically applied as a higher-order thinking skill Opportunities to apply knowledge and skills across learning are fully utilised An increase in number of pupils with well developed employment skills	Pupils develop employability skills through:- <ul style="list-style-type: none"> <li>• Inter- disciplinary learning links and creative planning for opportunities to apply learning and skills</li> <li>• opportunities to lead learning - their own and others</li> <li>• self- evaluation and feedback to and from pupils</li> <li>• outdoor learning</li> <li>• parental and local partnerships incl. Maths Week Scotland</li> </ul>	SMT AI teachers Pupils	Aug 2020 - JUNE 2021	<a href="#">DYW Implementation Plan</a>  <a href="#">SNHS Cluster DYW Inspiration Pack</a>	<a href="#">DYW Career Education Standard</a>  <a href="#">HGlourS (part 1)</a> <a href="#">HGlourS (part 2)</a>
Performance Information	<b>PEF targets for interventions in here</b>  Identified Children will feel safe and nurtured  Pupils will be more able to express and regulate their emotions on most occasions through an enhanced emotional language.  Pupils will develop resilience.  Improved emotional literacy  Enhances engagement levels within our Asian community  Our Asian learners and families will feel more confident and	<ul style="list-style-type: none"> <li>• Trauma-informed practice within nurture provision</li> <li>• Ensure progression through the social and emotional health planner.</li> <li>• Bounceback resources to be topped up</li> <li>• HealthiER Minds site materials</li> <li>• Further develop the HWB kits to establish a comprehensive bag borrowing system</li> <li>• Source other suitable programmes to deliver emotional health programme</li> <li>• Tracking of wellbeing through wellbeing assessments</li> <li>• Targeted support through interventions such as 'We eat Elephants'</li> <li>• Rigorous tracking of club/committee uptake within relevant demographic</li> <li>• Rigorous tracking of achievements</li> </ul>	PT 1 and PT 4 PSA Bi-lingual support assistant SMT	Aug 2020 - JUNE 2021	<a href="#">PEF Action Plan</a>  Wellbeing webs Resilience Matrix 'We Eat Elephants' wellbeing resource	

	<p>included within our school community</p> <ul style="list-style-type: none"> <li>Effective use of bi-lingual support assistant to build relationships</li> </ul>				
parental engagement	<p><b>3.3. IDL Learning / Expressive Arts</b></p> <p>Creativity skills are recognised, articulated and valued by practitioners and learners</p> <p>Learners can transfer creativity skills to new contexts.</p> <p>Development of</p> <ul style="list-style-type: none"> <li>•Creating</li> <li>•Presenting</li> <li>•Evaluating</li> </ul> <p>Higher levels of parental engagement in their children's learning and in the life of the school</p>	<p>Make use of a flexible curriculum to plan for blocks of learning with <b>IDL focus</b>.</p> <p>Development of EXA &amp; Technologies area in Junior Dep. through timetabling/structured use &amp; obtaining resources.</p> <p>Develop clear links to outdoor learning within planners</p> <p>Launch OLM EXA Progressive Planner from P1-7</p> <p>Participation in Art Competitions on council &amp; national level (National Galleries)</p> <p>Link w.High School colleagues to obtain:</p> <ul style="list-style-type: none"> <li>• Stronger transitions from P6/7 - S1</li> <li>• CLPL to upskill primary practitioners</li> <li>• Increased access to relevant resources.</li> </ul> <p>Christmas/End of Year Concert to showcase skills, apply EXA creatively within performance context</p> <p>-</p>	<p>DHT School Leadership Class Teachers</p>	<p>Aug 2020-June 2021</p>	<p><a href="#">OLM EXA Progressive Planner</a> <a href="#">Creativity Across Learning - 3-18 Impact Report</a> <a href="#">HGIOS 4 P52-53</a> <a href="#">National Galleries - School Art Competitions</a></p>

Outcome/ Impact		Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Teacher Professionalism	<p><b>Language and Literacy</b></p> <p>Ambitious attainment and achievement for all learners Pupils have an accurate understanding of their progress and what they need to do to improve and are enabled to lead their own learning</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Partnership with Parents</p>	<ul style="list-style-type: none"> <li>Continue to engage in national initiatives: <ul style="list-style-type: none"> <li>- First Minister's Reading Challenge</li> <li>- World Book Day</li> <li>- Scots</li> </ul> </li> <li>Continue to develop Reading Buddy initiative P2-P6</li> <li>Continue to review and develop Literacy bags</li> <li>Continue Reluctant Reader initiative</li> <li>Continue Reciprocal Reading approaches</li> <li>Continue HOTS</li> <li>Make further use of running records to support reading behaviour and progress</li> <li>Continue Reading Recovery approaches</li> <li>Continue use of digital technologies: <ul style="list-style-type: none"> <li>- Nessy, Clicker 6, First News</li> </ul> </li> </ul>	All classes	Aug 20- Jun 21  Apr 21 - June 21	<a href="#">New CfE Literacy Planners</a>  <a href="https://www.readingcloud.net">https://www.readingcloud.net</a>	Forward Plan monitoring  Learning visits  Displays  Jotters, big books and digital collections e.g blogs  Moderation  Parental/ Pupil engagement and feedback
Assessment	<p><b>Numeracy and Maths</b></p> <p>Ambitious attainment and achievement for all learners Pupils have an accurate understanding of their progress and what they need to do to improve and are enabled to lead their own learning</p> <p>Processes for assessment and reporting are effective and manageable</p>	<ul style="list-style-type: none"> <li>continue to engage in national initiatives e.g.. Maths Week, Depute First Minister's Summer Challenge and Scottish Maths Challenge</li> <li>continue to develop Maths partners across stages P2 - P6</li> <li>promote leadership of local authority Maths Champions</li> <li>continue to review and develop use of Maths and Numeracy bags with families</li> <li>continuing participation no Maths week Scotland developing local partnerships (28 Sept - 4 Oct 2020)</li> </ul>	All classes	Aug 2020 - June 2021  Apr 21 - June 21	<a href="#">Maths Champion Glow Group</a>  <a href="#">Numeracy and Maths - Ed Scotland</a>  <a href="#">Scottish Attainment Challenge Research</a>  <a href="#">Making Maths Count</a>  <a href="#">Numeracy and Maths Strategy 2018 –2021</a>	Forward Plan monitoring  Learning visits  Displays  Jotters, big books and digital collections e.g blogs  Moderation  Parental/ Pupil engagement and feedback

	Partnership with Parents			<a href="#">MAths Week Scotland 2020</a>	
A s s e s s e m e n t	<b>STEM</b>  Ambitious attainment and achievement for all learners  Pupils have an accurate understanding of their progress and what they need to do to improve and are enabled to lead their own learning	<ul style="list-style-type: none"> <li>Continue to engage in STEM week</li> <li>P5 engage in Young Engineering Leaders Award</li> <li>P6 participation in K'Nex challenge at school and cluster level</li> <li>Continue P6 and P7 STEM Leaders</li> <li>Make use of outdoor classroom for STEM activities</li> </ul>	Class Teachers  STEM Mentor	March 2021  February 20-21  Aug-June '21	<a href="#">Learning Through Landscapes</a>  <a href="#">STEM Ambassador database</a>
P a r e n t a l  E n g a g e m e n t	<b>RERC</b>	<ul style="list-style-type: none"> <li>Attendance at SNHS Mass during Advent and Lent by staff and families</li> <li>Rosary Group in October and May led by staff and pupils</li> <li>Mini Vinnie Group</li> <li>P6 and P7 pupils continue to engage in Pope Francis Faith Award</li> </ul>	Class Teachers:  Rosary Group  Mini Vinnie Group	Advent  Lent  October  May	Mini Vinnie Action Plan

Teacher Professionalism	<p><b>Developing Scotland's Young Workforce</b></p> <p>Employability skills are developed in a progressive and systematic way for all learners</p> <p>Opportunities across learning are utilised creatively to develop employability knowledge and skills</p>	<ul style="list-style-type: none"> <li>• Continue to engage with local and national partners to seek opportunities to develop DYW knowledge and skills - visitors, partnerships, competitions, work experience</li> <li>• ensure annually that all P5 - 7 pupils have access to My World of Work</li> <li>• continue to promote feedback (self/ peer and teacher assessment) using DYW Cluster skills posters</li> <li>• with pupils continue to look for leadership opportunities across stages and within pupil groups</li> <li>• Plan Outdoor Classroom Day activities linked to DYW</li> </ul>	<p>Class Teachers DHT Pupil Groups</p>	<p>Aug 2020 - Jun 2021</p>	<p><a href="#">DYW Implementation Plan</a></p> <p><a href="#">SNHS Cluster DYW Inspiration Pack</a></p> <p><a href="#">Outdoor Classroom Day</a></p>	<p><a href="#">DYW Career Education Standard</a></p> <p><a href="#">HGlourS (part 1)</a></p> <p><a href="#">HGlourS (part 2)</a></p>
-------------------------	---	--	--	----------------------------	--	--