

SAINT NINIAN'S HIGH SCHOOL

SCHOOL PLAN

2019-22

Year 3
2021-22



Floreat Iuventus

IMPROVEMENT PLAN
2019-22
(Year 3: 2021-22)

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	1	<ul style="list-style-type: none"> • Provide a clear direction through a manageable and ambitious plan for the continuing development of our school ethos and curriculum • Promote creativity, employability skills, and pupil wellbeing • Use HGIOS 4 & self-evaluation strategies to promote self-improvement and professional learning and leadership • Implement the LNCT Workload and Bureaucracy Plan 	3.2, 1.1 2.2 , 3.3, 2.4
School Improvement			
Teacher professionalism			
Assessment of pupils' progress	2	<ul style="list-style-type: none"> • Improve the quality of pedagogy and assessment in the BGE and Senior Phase • Raise attainment and achievement, promoting equity for all young people • Improve attainment in literacy & numeracy 	2.3 1.1 1.2
Performance Information			
Teacher professionalism			
School Leadership	3	<ul style="list-style-type: none"> • Develop the quality and impact of professional 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>, <i>Learning for Sustainability</i> and other national policies that impact on education 	1.3 1.2
Teacher professionalism			
School Improvement			
Parental engagement	4	<ul style="list-style-type: none"> • Promote and develop our programme of parental engagement and family learning. • Establish clear pathways on transitions for young people with additional support needs here 	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

The Community Planning Partnership's vision for East Renfrewshire is:
An attractive and thriving place to grow up, work, visit, raise a family and enjoy later life

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 healthy and active and have the skills for learning, life and work.

Fairer East Ren Plan

Focus on closing the gap:

- Child poverty is reduced
- Improved employability
- Moving around (transport)
- 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

Locality Plans in development:

- Neilston
- Thornliebank

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.

National Improvement Framework and Improvement Plan 2021

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

West Partnership Regional Improvement Plan

Vision: Equity, Excellence and Empowerment

Workstreams: Leadership, Empowerment & Improvement; Curriculum, Learning, Teaching and Assessment; Collaborative Learning Networks

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)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Performance Information</p> <p>School Improvement</p> <p>School leadership</p> <p>Parental Engagement</p>	<ul style="list-style-type: none"> • Performance across NQs/SCQF Awards reflects the ERC set Saint Ninian's Targets for each benchmark – national and ERC for BGE and Senior Phase linked to the • Improve literacy and numeracy attainment in the BGE, measured by ERC targets for STs and CfE levels based on teacher professional judgements. • Enhance independent learning skills through through the teaching experienced. • PLL programme developed to support teacher practice that leads to improved experiences and attainment and achievement outcomes. • Tracking information to analyse and measure attainment, and achievement and gaps in learning and specific improvements in the attainment of disadvantaged young people • activities which support prevention and early intervention, improve outcomes and reduce inequalities • SCQF Awards linked to Leadership development • For those disadvantage living in SIMD 1-3 and those experiencing barriers to learning arising from personal and family matters. • Parental programmes offered to support the key targets identified fin the SIP 	<ul style="list-style-type: none"> • Empower staff to secure improvement in achievement and attainment for all learners linked to the NIF, ERC and SNHS targets. • PL linked to the capacity of teachers to lead & deliver school/departmental priorities focused on closing the attainment gap, addressing learning loss, analysis of data, professional judgements, target setting and improved learning, teaching and assessment; particularly for key equity groups, • Adopt intervention strategies to improve outcomes for identified groups, address learning loss and recovery through additional resources e.g. staffing, Pupil Equity Fund and additional Covid-19 resources • Develop a culture of professional enquiry 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 • Link the Reporting schedule to departmental scrutiny of data to evaluate the impact of our work, identifying strengths and areas for improvement • Improve the design of the curriculum taking account of the needs of pupils at all stages, developing their skills in learning, life and work. • Building on good practice in assessment and moderation, to deliver the National Qualifications and maximise outcomes for all • Implement updated Numeracy and Mathematics and Literacy Strategies • Measures for ASN to value & ensure visibility of the diverse range of achievements, e.g. vocational learning, that are possible for young people with ASN and reflect what they and their families feel are important.

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>	<ul style="list-style-type: none"> • Improve % of leavers in positive, sustainable destinations. Increase % of pupils, school leavers with well-developed employability skills • Increase in the percentage of pupils agreeing they have opportunities to celebrate achievement, be recognized through school awards, confident learners. • Collate the added value to pupil wellbeing, achievement, and attainment through bespoke SfL Courses, SCQF personal development awards, pupil volunteering, and subject NPAs • Evaluate pupil engagement in Parents' Evening dialogue on wider achievement, personal progress, and health and wellbeing matters • Staff, pupil and parent satisfaction levels identified through questionnaires, evaluations of events, and focus group discussions • Evaluate and analyze teacher & staff engagement in school matters and contribution to professional leadership networks which facilitate the sharing of best practice in pedagogy and assessment. • Evaluate and measure levels of parental engagement across all aspects of school life • Use national measurement framework for ASfL to ensure no reduction in aspiration and ambition for young people to achieve their learning potential. 	<ul style="list-style-type: none"> • Offer SCQF Awards in Leadership, Volunteering, Mental Health and Wellbeing, NPAs, PDAs, Caritas, <i>DofE</i>, Saltire Awards and enrichment opportunities to promote the all-round development of pupils • Utilise school and ERC PL to support improvement in learners' experiences and outcomes utilising the DYW additional support • Partnership with SDS & post school services to improve +ve destinations involving colleges, vocational providers, community work placements, and third way partnership working. • Intervene for pupils at risk of not achieving a positive destination through Positive Pathway Programme. • Promote the Career Education Standards across departments • Increase engagement in flexible work placements, virtual work experience, and mock interviews • Develop pupil skills for recording and articulating their achievements • PL to develop a workforce recognised as skilled, confident, achieving high professional standards and making a difference to pupil outcomes • Identify common areas of interest with 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 • Implement the Parental Engagement and Involvement Strategy Identify using digital tools to further impact on improving teaching & learning, knowledge of pupil progress • Young people with ASN proactively and fully considered in policy making

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>School Improvement</p> <p>School leadership</p> <p>Parental Engagement</p> <p>Performance Information</p>	<ul style="list-style-type: none"> • The curriculum's ability to enable all young people to be successful, confident, responsible, effective • Opportunities for pupils to develop knowledge, understanding and skills for life, learning, work and participation in a global multicultural society • Experiences that support pupil's to develop their personality, talents, mental, spiritual and physical abilities to their fullest potential • PL opportunities promoting inclusive practices to meet the diverse needs of pupils • Teacher and pupil digital technology confidence • The culture of wellbeing experienced using the wellbeing Shannari indicators • The number of young people reporting there experience of bullying and/or racist behavior • PLL for MHFA/Mental Health activities • Delivery on the Govt's. equality outcomes 21-22 • Partnership working to ensure smooth transition; primary to secondary, secondary to positive and sustained leaver destinations • Pupil contribution to reviewing and evaluation of our work and priorities in our SIP • Teachers understand what ASN are, clear about role in supporting the identification of ASN and need to adapt teaching to ensure a meaningful learning experience for pupils 	<ul style="list-style-type: none"> • PL 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 our expectations within <i>Getting it right for every child</i>. • PLL for staff involved in the delivery of wellbeing, health, DYW, Equality • Use tracking to evaluate progress, wellbeing, engagement, participation • Ensure for pupils the areas of need are identified and provision put in place to support those most 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 Social Justice teachings • PLL on equality & diversity issues, and support for addressing inequity • Develop parental awareness of health and wellbeing through parent engagement and targeting of support for mental health and ASN. • Signpost pupils to tailored resources to encourage positive mental health • Advance equity and equality between people with different protected characteristics, including those disadvantaged by poverty, and background • Evaluate the quality of provision bringing together our quantitative and qualitative evidence base, including observing learning at first hand • Data to be analysed to ensure that our outcomes are delivered in an effective and efficient manner and our impact can be readily determined • Practice to include where & how to access specialist expertise and support.

Comments: Professional Learning: Department

School

External

Departmental targets