

Education – Improvement Planning Document

Establishment Name:

St Ninian's Primary School

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Signatures:

Head of Establishment	Lesley Anne McCabe	Date	June 2021
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2021
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Our Vision, Values and Aims

In the warm, supportive faith community of St Ninian's Primary School we provide our children with the best learning experiences whilst challenging them to be the very best they can be through developing and applying skills for learning, life and work in Inverclyde and beyond.

Values

The school community models our values of Respect, Honesty, Inclusion and Friendship

Aims

- To provide the highest quality learning activities which enhance every child's potential
- Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
- Provide a happy, secure, welcoming environment where partnership working enhance children's learning experiences and promote wellbeing and respect
- Value and empower all members of our school community
- Foster high quality leadership at all level

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Improving our classrooms • Making Effective Use of Pupil Support Assistants • Play Pedagogy • Digital Literacy • Reading Schools Award • Cluster Moderation Activities 	<ul style="list-style-type: none"> • Play Pedagogy • Digital Literacy • Focus on Numeracy • Numeracy/Literacy/H&W Cluster CMO 	<ul style="list-style-type: none"> • Play Pedagogy • Digital Literacy • Literacy review
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Making effective use of Pupil Support Assistants • Numeracy Interventions • REACH team support 	<ul style="list-style-type: none"> • Making effective use of Pupil Support Assistants • Numeracy Interventions • REACH team support 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Safeguarding/Child Protection GIRFEC Pathways Emotional Wellbeing • Emotional Wellbeing • Developing in Faith • Rights Respecting School Gold Award • Outdoor Learning 	<ul style="list-style-type: none"> • Mental & Emotional Wellbeing • Outdoor Learning • Moderation 	
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • SSERC Cluster Science Programme • Laudato Si School – Learning for sustainability • Digital School Award 	<ul style="list-style-type: none"> • Learning for Sustainability 	<ul style="list-style-type: none"> • Learning for Sustainability • STEM

Pupil Equity Fund –Session 2020- 2021

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

- In P1 all children are achieving the curriculum for excellence level relevant to their stage in Listening and Talking, Writing, Reading and Numeracy. There is no gap between SIMD 1&2 – SIMD 3-10. Attainment in P1 is well above the authority average for numeracy and literacy
 - In P4 almost all children are achieving the Curriculum for Excellence levels relevant to their stage in Reading, Writing, Listening & Talking and Numeracy. In P4 there is a 9.2% gap in numeracy between SIMD 1&2 – SIMD 3-10
 - Attainment in P4 is well above the authority average for numeracy and literacy
 - In P7 almost all children are achieving the curriculum for excellence level relevant to their stage in Reading, Writing, Talking & Listening and numeracy. In P7 there is a 13.3% gap in reading and an 11.1% gap in writing between SIMD 1&2 – SIMD 3-10 Attainment in P7 is well above the authority average in maths and reading.
 - Most children with free school meal entitlement (FME) are attaining expected levels for Numeracy, Reading, Writing, and Talking & Listening. Interventions are in place to support children with their learning who are entitled to FME and who are not attaining expected levels, to ensure relevant progress is being made.
 - In 2020-2021 PEF funding ensured effective use of SFL and recovery teachers throughout the school engaging children with barriers to learning to become fully engaged with learning enabling them to make appropriate progress with their learning.
 - All children who are engaging in support groups have raised attainment in literacy and mathematics. These children have demonstrated greater engagement within the class.
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PEF Plan 2021-2022

Throughout the school:

- Identified children impacted by poverty are behind expectation in their learning in Literacy and Numeracy.
- We would like to decrease the percentage of children behind expectation in writing, through targeted interventions and our REACH programme by 30%.
- We would also like to decrease the number of children impacted by poverty behind expectation in Numeracy by 27% through our REACH programme.
- We would like to increase the number of children working ‘beyond expectation’ in their writing who are impacted by poverty by 24%

Project / priority (details of what you are doing and who you are targeting with additional intervention) <i>(Outcomes)</i>	Timescale	Details of spend <i>(Intervention)</i>	How will you evidence improvement? <i>(Measures)</i>
We have created a REACH (Realising Equity and Climbing Higher) Team, including Recovery Teacher, SFL Teacher, Former CMO, DHT, to work collaboratively with CT and Pupil Support Assistants to identify children behind expectation/on track and deliver interventions to raise attainment for children impacted by poverty.	June 2022	£ 21,220.95 total <ul style="list-style-type: none"> • 0.4 teacher will release former Numeracy CMO to work alongside class teachers modelling good practice in teaching numeracy. • 7,120.91 10 hours Pupil Support Assistant 	<ul style="list-style-type: none"> • 4 Weekly Summative Assessment • Regular formative assessment will demonstrate increased engagement and achievement • Higher number of pupil, impacted by poverty will be recognised for achievements at Success Assemblies

<p>Project / priority (details of what you are doing and who you are targeting with additional intervention)</p> <p><i>(Outcomes)</i></p>	<p>Timescale</p>	<p>Details of spend</p> <p><i>(Intervention)</i></p>	<p>How will you evidence improvement?</p> <p><i>(Measures)</i></p>
<p>We also hope to ensure that children impacted by poverty are provide are targeted to enable them to increase attainment and work 'beyond expectation'</p>		<p>Work collaboratively as part of the REACH team to raise attainment and close the gap throughout the school</p>	<ul style="list-style-type: none"> • Pupil Questionnaire/Focus Group will demonstrate that children will be able to explain and understand the progress they have made. Leading to improved confidence in their own ability. • Children will regularly use a range of metacognitive skills when carrying out tasks • Targets set with pupils and reviewed regularly will provide opportunities for them to analyse their assessments, talk about their learning journey and where they will go next • Class Progress Meeting Data will demonstrate success of interventions • Feedback from children receiving intervention will help inform next steps <p>Seemis Data will demonstrate rise in attainment</p>

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Teacher professionalism School Improvement Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum 1.3 Leadership of change	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education): Developing in Faith Celebrating and worshipping Developing as a community of faith and learning

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • All support staff will add value to what teachers do • Pupils will develop as independent learning skills and manage their own learning • Through effective time management support assistant will be fully prepared for their role in the classroom having a positive impact on pupil engagement • Ensure effective IT systems are in place to enable appropriate platforms operate successful when within the school setting • Through targeted one to one support/small group support, pupils catch up and keep up • attainment in numeracy will be monitored using SEAL assessments • moderation activities within school for maths will help assist teacher judgements and appropriate range of assessment • Pupil's digital literacy skills will be enhanced • Data analysis will have a clear focus on improvement • Through staff participation in individual and collective staff professional learning, there will be improved outcomes for learners.

- Learners will have an accurate understanding of their progress in learning and what they need to do to improve because of the high-quality feedback they receive.
- Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>Promote consistency of good teaching practice across the school through developing staff knowledge of most effective learning and teaching strategies</p> <p>Staff will engage regularly in collaborative work which will help develop a shared understanding of standards, pedagogy, assessment and strategies for raising attainment leading to consistency throughout the school.</p>	August 2021 –June 2022	SMT Teaching Staff IOC Leads Alison McLellan Improving Our Classroom (IOC) West Partnership Staff Pupil Support Assistants (PSA) Former CMO within cluster	<ul style="list-style-type: none"> • REACH Logic Plan to be developed • REACH Team to be created including HT, DHT, CT, SfL, Recovery, PSA • Model • Structured CLPL delivered from IOC • Termly class progress/tracking meetings • Learning Walks/Classroom observations
<p>Focus on numeracy interventions to raise attainment and close gap</p> <p>Gillian Chalmers former CMO for numeracy will model practice in her capacity within the REACH team following identified gaps in learning.</p> <p>Further training on SEAL strategies/assessments</p>	August 2021-June 2022	REACH Team Leads CT PSA	<ul style="list-style-type: none"> • CLPL for staff on numeracy interventions • Classroom observation • Collaborative approaches including sharing good practice and resources • Digital Workshops for parents on developing Numeracy Skills
<p>Developing Play Pedagogy within P1&P2 classes looking at further ways to integrate play with curricular learning through Literacy, Numeracy, H&W, Social Subjects & Science.</p>	August 2021–June 2024	P1 Teachers DHT HT Cluster CMO – Play	<ul style="list-style-type: none"> • Initial Training on Play Pedagogy • Resources to enhance Play opportunities both indoors and outdoors.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Play Pedagogy CMO	

Evidence of Impact

- Progress & Achievement data will demonstrate expected levels of attainment and beyond expectation
- SNSA results will be analysed to ensure effective breadth and depth of learning
- Targets set by pupils and reports to parents will demonstrate success
- Attainment data will demonstrate a year's progress for every child
- Engagement in CLPL activities through Improving Our Classrooms
- There will be significant progress for each child which will be evidenced in assessments within the class and SNSA results
- SWST and SWRT will demonstrate progress for each child with targeted interventions
- Analysis of assessment data will demonstrate accurate Teacher Professional Judgements
- Class Observations will demonstrate a consistent high standard of teaching, learning and assessment

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
<p>NIF Driver Assessment of children's progress Performance information School Improvement</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships</p>	<p>Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Developing as a community of faith and learning</p>

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • CLPL will be facilitated by West Partnership, Improving our Schools Whole School Model ensuring consistency in approaches to teaching and learning. • Close the Gap in Numeracy at P4 through identification of area for improvement • Learners' needs will be identified through robust assessment information leading to improvement in performance • Progress of all children will be reviewed effectively, including those with additional support needs to ensure appropriate pace and challenge. • Structured small group or one to one interventions will empower Pupil Support Assistants to raise attainment and close the gap. • High engagement on Microsoft Teams for home learning tasks. • Almost all children will be attaining appropriate levels against the benchmarks with early identification of pupils working beyond national benchmark.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Targeted interventions to improve attainment with a focus on equity and excellence for all. Including <ul style="list-style-type: none"> • Literacy Interventions • Numeracy Interventions • Health & Wellbeing Interventions 	Sept 2021-June 2022	REACH Leads CT PSA	<ul style="list-style-type: none"> • PSA Training on promoting independent learning skills and managing own learning • Refresh training on interventions with PSA • CT training on making effective use of PSA • PSA training on blueprint boards from CMO Numeracy • Numeracy resources including blueprint boards
Reading School <ul style="list-style-type: none"> • Continue to build a culture of reading that will have a positive impact on attainment across the curriculum • Engage in reading schools award 	August 2021- June 2022	All staff Literacy Leader/DHT parents	<ul style="list-style-type: none"> • Access to reading schools website • Resources to promote reading for pleasure • Training for staff from Scottish Book Trust
Continue to embed Stages of Arithmetic Learning (SEAL) and use SEAL assessments for Phases 1-5 to identify gap, inform planning and support interventions attainment in numeracy	August 2021- June 2022	All Staff Gillian Chalmers CMO Parents Pupils	<ul style="list-style-type: none"> • SEAL resources • All staff training on number talks and SEAL strategies
Create a digital technology strategy through demonstrating a whole school approach to the use of digital technology in St Ninian's Primary ensuring excellence and equity for all	August 2021- June 2024	All staff pupils	<ul style="list-style-type: none"> • CLPL for all • Investment in appropriate ICT resources and infrastructure

Evidence of Impact

- Tracking and monitoring will show progress of all learners
- Data will demonstrate improvement in attainment
- GIRFEC meetings will enable teachers to clearly identify children requiring support and challenge
- Collaboration between staff including class teachers, recovery teachers, support for learning teacher, pupil support assistant
- Assessment evidence will be demonstrate accurate Teacher Professional Judgements
- Personal achievements of pupils will be tracked to recognise achievement demonstrating that pupils are applying skills and actively participating in their local community.
- A culture of reading will be created for our learners and our community.
- Review meetings with parents and children will demonstrate parental engagement and plans will ensure effective interventions are in place
- Observations will inform appropriate and timely interventions and future learning, improving outcomes for all learners
- Careful analysis of data will focus on planning future learning.
- Learning conversations with pupils will demonstrate knowledge and understanding of SEAL strategies and how this can improve progress
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Evaluations of interventions

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School leadership Performance information	HGIOS?4 2.2 Curriculum 2.3 Learning, teaching and assessment 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 28: (Right to education): Article 29 (Goals of education): Developing in Faith Serving the common good

Expected outcomes for learners which are measurable or observable

- Children will continue to have a smooth transition back to school and recovery shows continued progress
- Through achievement of Rights Respecting School Gold Award children and adults in our school will have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school
- We will develop and improve knowledge and understanding of Mental Wellbeing and how this can be fostered and strengthened through personal coping skills and positive relationships
- Our school continue on the journey to be a Mentally Healthy School
- Through outdoor learning children's personal and social development will be developed as well as raise attainment, skills development for learning, life and work.
- Children will have the opportunity to explore equalities, diversity and inclusion
- Our school community will have a shared understanding of wellbeing and in the dignity and worth of every individual as well as children's rights.
- Relationships across the school community will be very positive and supportive,
- All learners will be included, engaged and involved in the life of the school.
- Children will have the opportunity to be involved in decisions affecting their learning.
- Through IDL, deepen pupil understanding and appreciation of catholic social teaching.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Continue to embed Children's Rights in teaching and learning throughout the school and gain Gold Rights Respecting School Award	August 2021 – June 2022	SMT All staff Pupils Partners/parents	<ul style="list-style-type: none"> • Place2be resources and training • Leaders on Mental Health • CLPL for staff on wellbeing • Support staff on social skills group • Mental Health Awareness Raising • Engage parents and pupils as wellbeing ambassadors
Wellbeing curriculum will continue to be developed ensuring it is well planned and progressive with a focus on emotional wellbeing and building resilience following COVID-19	August 2021 - ongoing	Teachers SMT Outreach - V Doak Mental Health Leader	<ul style="list-style-type: none"> • Working party formed to develop emotional wellbeing curriculum and progressive planning • CLPL on Emotional Wellbeing • Partnership working Bernardos • Teachers trained in Emotion Works • Bounce Back training with SMT • Continue with ASN parental support group
Ensure that key aspects of Catholic social teaching are part of the curriculum overview. <ul style="list-style-type: none"> • Identify areas where links can be made between primary schools and St Ninian's to promote Catholic social teaching. • Develop senior pupils as leaders through the Pope Francis Award 	August 2021 – June 2022	Class Teachers Pupils SMT Parents PTA Parish	<ul style="list-style-type: none"> • Laudato Si School Award • Pope Francis Award • SCES/ SCIAF websites • Use of social media/twitter • Catholic School- Developing in Faith (SCES) "Catholic School Evaluation and Planning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Enhance outdoor learning experiences through developing enterprise education by forging links with outside agencies to raise the profile of Outdoor Learning beyond our school grounds.	August 2021- June 2022	<ul style="list-style-type: none"> • Active Schools • PT lead • All Staff • Local Businesses • Forest Schools • Cardwell Nursery • Cornalees Nature Reserve team 	<ul style="list-style-type: none"> • Loose Parts • Play pedagogy resources • Further training from other agencies on outdoor learning outwith the school grounds

Evidence of Impact

- Parental Ambassadors for Wellbeing will be involved in school
- Children will have Staff and children will know and understand the wellbeing indicators throughout their school life.
- Outdoor space will be used effectively to promote positive relationships and wellbeing
- Children will have had the opportunity to explore diversity and can use their voice in pupil voice groups and can lead learning in class and in whole school assemblies.
- Data will demonstrate improved attainment in children facing barriers to learning.
- Pupils participating in Pope Francis Faith Award will have increased and commitment to Parish Commendation
- Pupil Voice will demonstrate a greater understanding of catholic social teaching
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Gold Award for Rights Respecting School will be gained

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism School Improvement School leadership	HGIOS?4 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.6 Transitions 2.7 Partnerships	Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children benefit from a consistent approach to digital literacy developed through progressive planning • Develop a greater understanding of STEM • Knowledge, understanding and experience employability skill • Learning about the world of work will be developed • More ambitious young people who are more prepared for the world of work • Learners able to apply skills in a range of contexts • Improved partnership working and collaborative planning between primary and secondary staff • Participation in STEM national professional learning programme will improve the confidence and expertise of all teachers in their teaching of STEM. • Develop cluster collegiality and a consistent learning and teaching approach to STEM activities for all learners. • Increase pupil engagement in STEM learning throughout the school.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>Develop the Young Workforce through building and applying their skills for learning, life and work</p> <p>Increase practitioner engagement in STEM professional learning and increased practitioner confidence in STEM learning</p> <p>Increase pupil engagement in STEM learning throughout the school.</p>	<p>August 2021 – June 2022</p>	<p>Beth Murray – STEM leader</p> <p>Cluster Primary Schools</p> <p>All Staff</p>	<ul style="list-style-type: none"> • Participation in the SSERC Primary Cluster Programme in STEM national professional learning programme designed to improve the confidence and expertise of all teachers in their teaching of STEM. • Develop cluster collegiality and a consistent learning and teaching approach to STEM activities for all learners.
<p>Learning for Sustainability/COP 26 -</p> <p>As a Laudato Si Schools our children learn to make a CHANGE FOR GOOD in our school, homes, parishes and community.</p> <p>Learn about the challenges we are facing in the world because of poverty, consumption of goods and disrespecting the earth and those who live on it;</p> <p>Pray to live in harmony with God, with others, with nature and with ourselves</p> <p>Act as ambassadors for nature, seeking justice for the poor, having a commitment to society and building peace</p>	<p>August 2021 – June 2023</p>	<p>All staff</p> <p>Parishioners</p> <p>GSCT</p> <p>Local community</p> <p>Charities</p>	<ul style="list-style-type: none"> • Learning for sustainability CLPL for staff • Climate change CLPL for COP26

Evidence of Impact

- Developing the young workforce will be included in teacher planning
- Partners will be identified who will support the school in delivering the curriculum
- World of work week to showcase learning
- STEM ambassadors will visit every class
- Consistent approach to digital literacy throughout the school ensuring progression across stages
- CMO training
- Minutes of collegiate and staff meetings
- Pupil Focus Group minutes
- Parental Engagement in STEM/World of work
- Minutes of Parent Council Meeting
- Class assemblies/presentations to parents/classwork/sway on climate change/COP26

