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Renfrewshire Council Children’s Services

**St. Fillan’s Primary School**

**Improvement Plan**

**2019-2020**

As part of Children’s Services, St. Fillan’s Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

##### Planning framework

**Our school’s Vision, Values and Aims**

**Vision:**

In St. Fillan’s Primary School, we believe that all persons are created by God, unique and equal. The whole school community strives to build up an ethos that is based upon Gospel Values.

St. Fillan’ Primary School aspires to be a centre of excellence and achievement, one which provides the highest quality of education. We believe that children learn best and fulfil their potential in a secure and happy environment where they are confident, valued and trusted.

We promote creativity and enthusiasm because we believe that children should enjoy their learning and also be challenged to develop to their fullest potential. All children are valued, supported and encouraged to participate in the life of the school and the wider community.

**‘In Learning, we are growing and succeeding together.’**

**Values:**

The Values of our school community are:

**Faith Respect Responsibility Trust Team Work Success**

**AIMS: (BUDS)**

We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:

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| **Area of the National Improvement Framework** | **Aim** |
| Ethos & Life of The School as a Community. | 1. **Be brave:**   Develop positive behaviours so that all children, staff, families and partners feel safe, secure and valued within our school family.  Create a strong collegial school community which operates in an atmosphere of openness, support, effective communication, self-evaluation and school improvement. |
| The Curriculum. | 1. **Unleash excellence:**   Provide a rich, skills- based curriculum which adheres to the principles of curriculum design, challenge, enjoyments, breadth, progression, depth, personalisation and choice, coherence and relevance. |
| The Four Capacities of CfE. | 1. **Develop creativity:**   Put the learner directly at the centre of the curriculum to holistically develop the child. |
| Assessment and Recognition of Skills. | 1. **Show/Radiate enthusiasm:**   Nurture a culture of high expectations and aspirations to promote skills for learning, life and work.  Through gathering evidence of learning, analyse, reflect and act upon the data to improve outcomes for learners. |

Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school community (staff, pupils, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of St. Fillan’s Primary such as:

* Planned calendar of in-service activities.
* Staff Collegiate Time.
* Pupil progress meetings/Tracking.
* Self-evaluation activities.
* EST meetings.
* Whole school community surveys/questionnaires.
* Monthly Newsletters.
* PEF Consultation.
* Professional dialogue.
* Whole school vertical learning Assemblies.
* Committee meetings.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities:

* Cluster meetings.
* Family school meetings.
* PEF Advisor visits.
* PEF Events – Local Authority and Hampden.
* QI Visits from HQ.
* Education Scotland visit – September 2017.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* QI visits from HQ.
* HT cluster meetings to be used to monitor progress.
* Staff evaluation and discussions/professional dialogue.
* Pupil evaluations on learning experiences.
* Staff/pupil/parents’ views, assessments and evaluations – target setting/new procedures for reporting to parents.
* Planned calendar of monitoring, evaluation and feedback (including SLT Learning Visits).
* Photographs/reports on activities.
* CLPL opportunities for all staff throughout the year.
* Continuous robust Quality Assurance programme.
* Evidence of quality learning and teaching experiences and outcomes within short and long-term planning.
* A range of quality assessment activities demonstrating pupil knowledge and understanding and application of skills.
* Tracking and attainment meetings.
* Minutes of staff meeting.
* Transition assessments.
* Updated CfE planner/ evidence of delivery within yearly/termly planning.
* Staff display working knowledge of new policies and procedures.
* Correct procedures followed by all – visible consistency across the school.
* Staff will attend PRD meetings, having completed all appropriate paperwork.
* Staff will complete CLPL record in line with GTCS requirements.
* Ongoing professional dialogue.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

**Action Plan**

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| **School priority 1: Improvement in attainment, particularly in Literacy and Numeracy.** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1, 2, 4, 5 | 2.3  3.2 | **Building Learning Power:**  **We will:**   * Provide training, engage in online modules and facilitate TLC’s which will aim to: * Empower our children to become better learners. * Develop children’s learning habits. * Prepare children for lifelong learning by developing key learning skills and strategies. **(September 2019 to May 2020).** | HT  PT  CT | **Learners:**   * Will have greater autonomy in their learning, resulting in increased engagement, motivation and attainment. * All learners will establish habits of effective lifelong learning.   **Staff:**   * Will be re-energised and have refreshed their approaches to learning, teaching and assessment. * Will benefit from engaging in evidence- based research approaches to help children understand themselves as learners. * Will have opportunities to reflect on their current pedagogy and as a result, will employ a range of active approaches to ensure that learning is visible in their classrooms. * Will benefit from engaging in professional dialogue and sharing of practice through the TLC framework. * Will further develop their professionalism as a result of engaging in professional reading or leading sessions of interest.   **Families:**   * Will have an improved understanding of their child as a learner and this will enable them to support and reinforce positive learning behaviours at home. (Reporting to Parent’s – Parent’s Evening, ‘Sharing the Learning,’ Interim and Annual Reports. | We will measure the impact of this intervention through:   * Progress/target setting/tracking meetings. * Analysis of programme questionnaires based on individual units and observed progress of staff and learners. * Professional dialogue. * Impact assessment at the end of the school session. * Annual Monitoring Calendar – learning visits, monitoring of learning logs and learning conversations with children. |

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| **School priority 2: Improvement in attainment, particularly in Literacy and Numeracy. (Literacy).** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2, 4 | 2.3  3.2 | **Assessment and Moderation:**  **Assessment:**  **We will:**   * Review how we track and assess children across the school and create a relevant and robust position statement. **(January 2020).**   **Moderation: Writing**  **We will:**   * Develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to writing.   **(May 2020).** | HT  PT  Assessment & Moderation Development Officer  Lead Facilitator  CT | **Learners:**   * Will benefit from more accurate professional judgements of achievement leading to more appropriate support and challenge.   **Staff:**   * Will benefit from clarity around the framework of assessment and understand what we are doing? why we are doing it in this way? and how we can use this information to further support learners. * Will increase their confidence in the moderation processes by focussing on writing. * Will demonstrate greater confidence in professional judgements ensuring greater consistency. * Will develop shared expectations of learning, standards and progression within writing. * Quality of assessment will be improved leading to more accurate judgements of pupils’ progress.   **Families:**   * Will have an improved understanding of the range of assessment approaches across the school and the impact on teaching and learning. * Will have greater confidence in practitioner judgements in reporting. | We will measure the impact of this intervention through:   * Feedback from the in-house moderation event in November 2019. * Progress/target setting/tracking meetings. * Professional dialogue. * Attainment data – writing. |
| 2, 4 | 2.3  3.2 | **Cluster Assessment and Moderation:**  **Moderation: Writing**  **We will:**   * Develop a shared understanding of the moderation cycle through participation in the authority moderation processes linked to writing. **(By June 2020).** * Re-establish the Literacy Standing Committee with leads from all Cluster Primaries and the English Department in St. Benedict’s. Create an ‘Action Plan’ focussing on the moderation of writing across the Cluster. (**First Meeting, September 2020).** | SLT (Linda Berry and Claire Mackenzie)  Assessment & Moderation Development Officer  St. Benedict’s Literacy Standing Committee.  Class Teachers in Cluster Schools. | **Learners:**   * Will benefit from more accurate professional judgements of achievement/progress in writing leading to more appropriate support and challenge.   **Staff:**   * Will increase their confidence in the moderation processes by focussing on writing. * Will demonstrate greater confidence in professional judgements ensuring greater consistency. * Will develop shared expectations of learning, standards and progression within writing. * Quality of assessment will be improved leading to more accurate judgements of pupils’ progress. * Will benefit from sharing good practice and ideas with colleagues from Cluster schools.   **Families:**   * Will have greater confidence in practitioner judgements in reporting around standards in writing. | We will measure the impact of this intervention through:   * Feedback from the Cluster moderation event. (Date TBC). * Facilitator Moderation Feedback Templates will provide evidence/feedback around standards. * Progress/target setting/tracking meetings in individual schools. * Professional dialogue. * Attainment data – writing. |
| 4,5 | 1.1, 1.3 2.3, 3.2 | **Dive into Writing:**  **We will:**   * Implement evidence-based approaches to the teaching of writing. (The Write Stuff). **(August 2019).** * Establish clear links between reading and writing using the 3 Domain Model and make reference to these in our whole school writing policy. **(April 2020).** * Increase the profile of writing across the school, especially imaginative writing. **(August 2019 onwards).** * Develop a knowledge-rich, literacy-rich curriculum providing high quality writing experiences across all curricular areas. **(August 2019 onwards).** | HT  PT  Literacy Champion  CT | **Learner’s:**   * Will be able to identify themselves as writers. * Will have improved vocabulary/writing outcomes. * Will develop their cognitive skills in the writing process. * Will demonstrate increased engagement, practice, attainment, confidence, equity and funds of knowledge. * Be better informed about how to improve their writing by setting and evaluating targets.     **Staff:**   * Will extend their range of writing opportunities that maximise connections between reading and writing and promote children as writers. * Will demonstrate increased equity of provision through use of ‘Dive into Writing’ strategies and the 3 Domain model for planning, assessment and evaluation of provision. * Will be more confident about the teaching of writing.   **Families:**   * Will have increased engagement and interaction with their child’s writing through opportunities such as: World Book Day. | We will measure the impact of this intervention through:   * Monitoring of long and short- term planning – writing planners. * Progress/target setting/tracking meetings. * Quality assurance activities - classroom visits, sampling of pupil work and pupil learning conversations. * SNSA/G.L assessment data. * Parental feedback from events. * Professional Dialogue around the agreed and shared ‘Visible Consistencies’ of writing. |
| 1, 2, 4 | 2.3, 3.2 | **Pupil Equity Funding (PEF):**  **We will:**   * Facilitate and support high quality professional learning for teaching staff focussing specifically on writing. (The Write Stuff). **(August 2019).** * Use short term, targeted interventions to improve attainment within our lowest economic decile by using evidence- based research from the EEF, Dylan Williams and John Hattie around the power of feedback through meaningful learning conversations. **(September/October 2019 and May/June 2020).** * Use summative assessment data to measure impact and triangulate assessment information.   **(May/June 2020).** | HT  PT  Literacy Champion  CT  CA | **Learners:**   * Will benefit from having small group, targeted support in writing in terms of increased motivation and confidence. * Will demonstrate increased attainment through engaging in high quality learning conversations with the Class Teacher. * Be more proficient in reflecting upon their writing and setting targets to identify next steps in learning.   **Staff:**   * Will benefit from high quality professional learning opportunities. * Increase their knowledge and confidence in the pedagogy of teaching writing. * Affirm their teacher’s judgement around the progress made by a child in writing. * Benefit from sharing good practice around the nurturing of children as writer’s.   **Families:**  \*Will have increased engagement and interaction with their child’s writing. | We will measure the impact of this intervention through:   * SNSA/GL Data. * Progress/target setting/tracking meetings. * Summative assessments before and after the intervention using the ‘Big Writing Criterion Scale.’ * Pupil questionnaires – before and after the intervention to gage engagement/ confidence. * Professional dialogue. |

**Action Plan**

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| **School priority 2: Improvement in attainment, particularly in Literacy and Numeracy. (Numeracy).** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2, 5 | 1.1, 1.3  2.2, 2.3,  3.2 | **Numeracy Champion Professional Learning Group:**  **We will:**   * Continue to embed and extend evidence-based approaches to the teaching of Numeracy and Mathematics, by engaging with Numeracy DO & staff network at Numeracy Champion meetings (five meetings across each school session for Numeracy Champions).(**June 2020)** | HT  PT  Numeracy Champion  Modelling & Coaching Officers  CT | **Learners:**   * Will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge.   **Staff:**   * Will benefit from regular updates on developments Numeracy and Mathematics as Champions engage in development tasks/activities then cascade back at school level. | We will measure the impact of this intervention through:   * Monitoring participation of schools in Champion meetings. * Continuing with cycle of evaluation at Champion meetings to meet school needs. * SNSA/G.L assessment data   teacher professional judgement surveys. |

**Action Plan**

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| **School priority 3: Improvement in children and young people’s Health and Well-being. (Health and Well-being).** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1, 2, 3 | 1.3, 2.1, 2.6, 2.7, 3.1. | **Renfrewshire Whole School Nurturing Relationships Approach:**  **We will:**   * Implement this evidence-based approach at a whole school level. **(October 2019).** * Promote an understanding of the key principles of nurturing practice around transition through self-evaluation (Nurture and HIGIOS), the creation of an ‘Action Plan and training (EP). **(October 2019)** * Develop practices which will improve wellbeing and promote resilience in our children and their families around times of planned and unplanned transition. **(October 2019).** * Develop a policy outlining a consistent approach of good practice. **(June 2020).**   **Emotion Works Training:**  **We will:**   * Plan opportunities to implement the ‘Emotionworks’ programme across the school to build emotional language and understanding in children and young people and help develop emotional competence and resilience. **(October 2019 onwards).** * Engage in twilight training to help us to facilitate the programme. **(September 2019).** | HT  PT  CT  All Staff  Educational Psychologist  Home Link Support  HT  PT  CT  Support Staff | **Learners:**   * Transitions in children’s lives will be managed and delivered in a way that is nurturing and supportive. * Pupil’s relationships, behaviour and attainment will benefit from the nurturing approach around transition. * Will benefit from a consistent, shared language of nurture. * Greater resilience and an improved ‘readiness to learn’ through supportive transitional frameworks. * Have ownership in the features of an effective transitional environment including daily structures and routines.   **Staff:**   * Will have developed effective relationships with learners and demonstrate a greater understanding of individual needs. * Will be better informed about the types of transition in children’s lives and take these into account when supporting children. * Will have created an organised, consistent and supportive environment/approach for effective transition which ensures all children have a readiness to learn, are calm and are supported in times of change to routine.   **Families:**   * Have a greater understanding of the effect of different types of transition in a child’s life and be better equipped to support their child during periods of change. * Will benefit from this consistent, nurturing approach from all members of staff. * Benefit from a consistent, shared language of nurture.   **Learners:**   * Benefit from having improved mental and emotional health and well-being. * Have a consistent language of emotions which will complement the skills they have developed through the PATHS Programme. * Benefit from having a model of support that they can use to help them self- regulate and cope with challenges in a wide range of situations across the curriculum.   **Staff:**   * Feel better equipped, more confident and more effective when teaching emotional literacy, especially when supporting children with additional support needs. * Benefit from engaging in a whole school approach to training and planning implementation which will be visible, consistent and measurable.   **Families:**   * Have a greater understanding of the importance of emotional literacy to a child’s development. * Be supported in helping children to develop their emotional literacy at home/ wider contexts. | We will measure the impact of this intervention through:   * Nurturing Relationships Action Plan – review before, during and after implementation.(PDSA). * Questionnaires – staff, pupils and families. * Progress/target setting/tracking meetings. * Whole School EST discussions. * SNSA/GL Assessment Data. * Professional Dialogue. * Observations. * Monitoring Calendar – planned learning visits. * Engagement with the ‘Compassionate and Connected Classroom’ materials. (Education Scotland).   We will measure the impact of this intervention through:   * Emotionworks Action Plan – review before, during and after implementation.(PDSA). * Questionnaires – staff, pupils and families. * Progress/target setting/tracking meetings. * Whole School EST discussions. * SNSA/GL Assessment Data. * Professional Dialogue. * Observations. * Monitoring Calendar – planned learning visits. |

**Action Plan**

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| **School/Cluster Priority 4: Developing in Faith. (Developing as a Community of Faith and Learning).** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1, 2, 5 | 1.3, 2.3, 2.7, 3.1 | **Reflect and Act on Theme 2: Developing as a Community of Faith and Learning:**  **We will:**  \* Undertake self-evaluation within the 3 key characteristics of this theme and create a bespoke ‘Action Plan’ inline with school and Cluster priorities. Themes explored include:  - Formation of the whole person.  - Inclusive ethos.  -Professional and spiritual development of staff.  **(Completed by September 2019)**  \*Develop opportunities to develop as a community of faith and learning across the Cluster. In particular we will:   * Celebrate the arrival of the relics of St. Therese Lisieux as a Cluster and Diocese. **(September 2019).** * Facilitate a spiritual retreat for Primary 4 across the Cluster as an opportunity for children to play and pray together and reflect upon their Sacramental journey. **(November 2019).** * Facilitate a spiritual retreat for Primary 7 across the Cluster to Carfin as an opportunity for children to play and pray together and reflect upon their Sacramental journey**. (By June 2020)** * Engage in staff development in October as part of the ‘Relationships, Sexual Health and Parenthood,’ SCES training. **(October 2019).** * Celebrate Mass together as a community as part of the October In service Day. **(October 2019).** | HT  PT  CT  All Staff  Cluster Schools | **Learners:**   * Will have increased opportunities to become more actively involved in the development of their own faith, especially those participating in the PFFA. * Will benefit from the inclusive approaches that our school has towards behaviour, relationships and religion. * Have the opportunity to make explicit links between school values and Gospel values. * Have increased opportunities to link values to faith in action.   **Staff:**   * Will have the opportunity to engage in meaningful self-evaluation to identify strengths and areas of improvement. * Will have a shared understanding in the use of the SCES materials for ‘Relationships, Sexual Health and Parenthood.’ Planned Inservice training in October will ensure consistency across the Diocese and increase staff confidence in the delivery of the programme. * Will benefit from a renewed sense of their spiritual development through planned opportunities to re-connect with Christ.   **Families:**   * Will have increased opportunities to engage in the spiritual formation of their children through Sacramental preparation and participation in faith events – Class Masses, Cluster events, Rosary groups etc. * Parent’s will be better informed around the implementation of the SCES materials for ‘Relationships, Sexual Health and Parenthood.’ | We will measure the impact of this intervention through:   * Self-evaluation using the ‘Developing in Faith’ challenge questions and review of our ‘Action Plan’ in January 2020. * Ongoing development of our Curriculum Rationale. * RE Champion progress update/input from the HT. * Quality Assurance Monitoring of RERC. * Professional dialogue with staff, parents, learners. * Feedback from staff – October Inservice Day training. * Track parental engagement at religious events. |

**Action Plan**

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| **School priority 5: Refresh our approaches to ‘Learning Logs,’ Profiling and Assessment.** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1,4,5 | 2.3, 3.2 | **Learning Logs, Profiling and Assessment:**  **We will:**   * Develop our children’s metacognitive skills through planned ‘Reflection Time’ to enable them to effectively set learning goals and identify and plan next steps in learning. **(August 2019).** * Review how we showcase the ‘Learner’s Journey’ through profiling and develop our children’s ability and confidence when assessing, describing, recording and showcasing their progress and achievements. **(August 2019).** * Provide opportunities for our children to have ownership in gathering evidence to showcase attainment. **(October 2019).** * Develop our children’s ability to have a ‘Growth Mindset’ and overcome challenges that they may face in their learning. **(August 2019).** | HT  PT  CT | **Learners:**   * Will know themselves as learners and benefit from this improved understanding. * Will experience improved engagement, ownership and empowerment in their learning. * Feel valued as an active participant in their own learning journey and through the showcase of achievements. * Be more actively involved in the setting and reviewing of targets to develop their next steps in learning. * Understand the difference between a fixed and a growth mindset and use this knowledge to help them overcome challenges in their learning.   **Staff:**   * Have an improved understanding of each child as a learner. * Be better equipped to support learners in terms of challenge and differentiation. * Have had opportunities to reflect on their own pedagogy in light of the needs of all learners and adapt accordingly. * Have improved confidence in their professional judgement of a child’s progress through regular review and learning conversations with the child. * Have an increased confidence when discussing children’s progress with parents/carers. * Will benefit from having improved knowledge of a child and their achievements/ areas of development at points of transition.   **Families:**   * Feel valued as an active participant in their child’s learning journey. * Benefit from receiving more regular feedback about their child’s progress through Learning Logs. * Be better equipped to support their child’s progress by knowing and appreciating how they learn best. * Have increased understanding of how a ‘Growth Mindset’ can help children to build their resilience in learning and beyond. | We will measure the impact of this intervention through:   * Progress/target setting/tracking meetings. * Pupil and parental questionnaire/consultation. * Impact assess this area of improvement. * Dialogue with all stakeholders. * Professional dialogue at Collegiate Times. |

**Action Plan**

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| **School Priority 6: Develop a skills-based programme called ‘Buds’ which is in line with our school aims.** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 4, 5, | 2.2, 3.3 | **‘BUDS’ Skills Development Programme:**  **We will:**   * Aim to make ‘Golden Time’ more meaningful by developing children’s skills for learning, life and work. **(August 2019).** * Develop the children’s understanding of our school aims through the ‘BUDS’ afternoons and provide opportunities for the children to actively engage in learning around our school aims and showcase their learning/achievements with each other. **(May 2020).** | HT  PT  CT  All Staff | **Learners:**   * Will experience improved engagement, empowerment and commitment to education. * Feel valued as an active participant in their own learning journey. * Be actively involved in the setting and reviewing of targets to develop their next steps in learning.   **Staff:**   * Will have the opportunity to report on each learner’s progress in a timely manner. * Have further developed partnerships with parents/families. * Improved confidence in their professional judgement of a child’s progress through regular review.   **Families:**   * Will experience improved engagement, empowerment and commitment to education. * Benefit from the development of partnerships with the school. * Feel valued as an active participant in their child’s learning journey. * Benefit from receiving more regular feedback about their child’s progress. * Be better equipped to support their child’s progress by knowing and understanding their learning targets in Literacy, Numeracy and Health and well-being. | We will measure the impact of this intervention through:   * Engagement in the DYW strategy. * Progress/target setting/tracking meetings. * Pupil and parental questionnaire/consultation before and after the pilot. * Dialogue with all stakeholders. * Professional dialogue at Collegiate Times. |

**Action Plan**

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| **School Priority 7: Implementation of ‘Playful Pedagogy’ in Primary 1 - Improvement in attainment, particularly in Literacy and Numeracy.** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1, 2, 4 | 2.3  3.1  3.2 | **Primary 1 ‘Playful Pedagogy’:**  **We will:**   * Engage in high quality professional learning over 6 twilight training sessions with Deirdre Grogan and use knowledge gained to implement play-based pedagogy in Primary 1. **(September 2019 to January 2020).** * Refresh the Primary 1 learning environment to ensure it is conducive to the principles of playful pedagogy. **(August 2019).** * Review our planning and timetabling arrangements for Primary 1 to ensure there are opportunities for teacher led, pupil initiated and teacher initiated learning opportunities. **(September 2019).** * Review our tracking of attainment and milestones in Primary 1. **(October 2019).** | HT  CT | **Learners:**   * Will benefit from having opportunities to engage in play-based approaches to learning which is in line with how they learn best. * Will benefit from having increased autonomy and ownership over their learning. * Will be more engaged and motivated to learn. * Be able to demonstrate improved higher order thinking skills through structured learning conversations.   **Staff:**   * Will benefit from staff development and increase their knowledge and understanding of how young children learn best. * Will be motivated to provide play-based opportunities for children’s learning to develop. * Will be able to use data and observations effectively in order to track progress in attainment and in softer skills.   **Families:**   * Will benefit from having engaged and motivated children who are ‘ready to learn.’ * Develop a deeper understanding of how their child learns best, how they are progressing and how they can best support their child to reach their full potential. | We will measure the impact of this intervention through:   * Baseline assessments – SNSA. * New trackers to monitor progress/next steps. * Feedback from the research analysist. * Planned and structured observations and reflections. * SLT ‘Learning Visits’ and two support visits from Deirdre Grogan/ Julie Colquhoun. * Evaluations from staff, SLT, children and families. |

**Action Plan**

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| **Cluster Priority : Develop the curriculum with a focus on Modern Foreign Languages.** | | | | | | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | | **What are we going to do?** | | **Who will be responsible for implementation?** | | **What is the expected impact?**  **(on children & young people; staff; families etc)** | | **How will we measure this?** | |
| 1  5 | | 1.2  2.2  2.3  2.6 | | **Modern Foreign Languages Standing Committee (St Benedict’s Cluster):**  **We will:**   * Promote the development of Language 2 (Spanish) throughout the Cluster. To achieve this we will: * Meet as a Standing Committee on a regular basis and feedback to the Cluster HTs **(Ongoing).** * Share good practice across the Cluster as well as planning tools and curriculum pathways. **(Ongoing).** * Make a Cluster Bid for consistent resources, provision and access to a Language Assistant across the cluster schools via the LA MFL Fund. **(October 2019).** * Organise a cluster event with an MFL focus for P5 pupils – Articulate Camp **(October 2019).** * Establish Senior Pupil Language Ambassadors to support language use and development in all stages of cluster primary schools **(August 2019).** * Re-design the P7 Transition event with a new focus on El dia de los Muertos **(November 2019).** * Create a Cluster event to celebrate Scotland loves Languages Fortnight **(February 2020).** * Review and evaluate the progress of L2 within the Cluster and create a plan for 2020/21 with a focus on L3 Provision throughout the cluster, engaging families and moderation **(May 2020).** | | SLT – Linda Berry  St. Benedict’s MFL Standing Committee.  Class Teachers in Cluster Schools | | **Learners:**   * Will more consistent experiences in MFL learning and teaching * Will benefit from increased exposure to L2 both in school and at Cluster events * Will have access to opportunities to lead learning * Will have increased opportunities to practise use of L2 with peers, staff and native speakers * Will benefit from forming relationships with cluster peers from an earlier stage than previous available.   **Staff:**   * Will have increased confidence in the delivery of L2. * Will have increased confidence in terms of local and national expectations of achievement and attainment in this area. * Will have the opportunity to create stronger links with Cluster colleagues. * Will have access to improved resources to support the learning and teaching experience in MFL.   **Families:**   * Will benefit from experiences to broaden the cultural capital of pupils at an earlier stage than previously available. | | We will measure the impact of this intervention through:   * Baseline and Evaluation questionnaires to targeted year groups of pupils. * Evaluation surveys from Language Ambassadors. * Progress/target setting/tracking meetings in individual schools. * Professional dialogue. * Attainment data – MFL. | |