

School Improvement Planning Returns to Local Authority (2019 - 2020)

School: Penninghame & St Ninian's RC PS

Date: June 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Penninghame Primary aspires to:

- *Be an ambitious, excellent school where all the children get the best opportunity to realise their full potential through embracing the principles and values of Curriculum for Excellence.*
- *Support and engage all stakeholders in improving the quality of education and raising levels of attainment, achievement and participation for all children.*
- *Provide a happy, stimulating and safe environment where every child is nurtured and valued.*

Motto: "We care, we share, we learn together."

The curriculum at Penninghame is based on the central place the school has in the community and our aim is to use the local and wider environment to enhance learner's experiences and make learning real and relevant for all pupils. The school badge has been used to pictorially represent the ethos and context of our school and the local and wider community. We consult and listen to our stakeholders seeking and valuing their feedback when considering developments in our school. The aim to encourage stakeholders to share their views, opinions and concerns with us is a priority so that we can work together in a solution focused way to support our learners.

St Ninian's RC Primary aspires to:

- *Have a curriculum that is child centred and based on the philosophy that all learners (adults and children) have the capacity to develop and improve.*
- *There is a "growth mindset" at St Ninian's RC Primary School.*
- *Aim to have children who are faithful disciples who reflect Gospel values in the way in which they lead their lives and serve the community.*

Motto: "We are Lifelong Learners"

The curriculum at St Ninian's has been developed to provide clarity on what we consider is important for our learners. This is built on the foundation of our vision, values and aims. It takes into account global, national and local trends and encourages learners to develop their knowledge, skills and attributes to thrive in the future and become "Lifelong Learners."

Review Date: September 2020

Review Activities (as appropriate)

During 2018 and 2019 Staff have engaged with our campus approach and there has been more curricular activities linked with Penninghame and Saint Ninian's. This is especially noted in social studies and science based topics and the successful implementation of our Wider experiences programme. This needs to be embedded this year.

May 2020: Family evening launching vision and any "campus" adjustments. St Ninian's to submit self-evaluation to SSERC on focus theme: Celebrating and Worshipping from Developing in Faith Document.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 1: Literacy and Numeracy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver</p> <p>Performance Information</p> <p>Assessment of Children's progress.</p> <p>HGIOS? 4 / HGIOELC? QIs:</p> <p>1.1 Self Evaluation for Self Improvement</p>	<p>Literacy:</p> <ul style="list-style-type: none"> Not all learners within our first level pupils have improved in levels of attainment within reading and writing. This is demonstrated in our tracking sheets looking at INCAS, SNSAS, Level of achievement, Big writing Accelerated Reader and results from Closing The Literacy Gap Most pupils from P3-P7 have improved levels of attainment within reading and achieve appropriate curricular levels in relation to SNSA. <p>Numeracy:</p> <ul style="list-style-type: none"> The whole school community had a focus on mental maths strategies to improve levels of attainment in relation to SNSA and INCAS results. Training in Numicon in February helped us to focus on this more and we will see the full benefits next session. <ul style="list-style-type: none"> Staff at Early, First and Second level were trained in Maths Recovery and all staff were trained in Developing Number Knowledge. <p>Literacy and Numeracy:</p> <ul style="list-style-type: none"> Learners progress has been monitored and tracked. Feedback has been provided to learners and parents through Parents Nights and Reports Tracking meetings have been held three times this year, with SMT 	<ul style="list-style-type: none"> Targeted intervention and learning and teaching to be a focus to raise attainment in next sessions P5s. Target setting in the form of PLPS or something similar needs to place in next session.

<p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>	<p>leading them. Initial Learning Conversations with children and parents have taken place at Parents Evenings.</p> <p>Closing the Literacy Gap celebration mornings with children and parents invited of participating children. Feedback has been given to parents through diaries and oral feedback on celebration day. Children in our first cohort gained an average of 13 months reading age.</p> <ul style="list-style-type: none"> Planning for learners to have clear progression pathways for reading and maths. - This has happened through the Cluster. Teachers have been released to work on maths planners and assessment from Early to Second level and these will be followed by all in 2019-2020 session. 	<ul style="list-style-type: none"> A more robust way of recording this data needs to be carried out next session. Recording is carried out in an individual basis and is shared in record sheets but this this needs to be implemented in cohorts and as a total year. Cluster Maths plans will be implemented next session.
<p>School Priority 2: Accreditation for Wider experiences</p> <p>NIF Priority Improvement in employability skills Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver</p> <p>Parental Engagement</p> <p>School Leadership</p> <p>School Improvement</p> <p>HGIOS? 4 / HGIOELC? QIs:</p>	<ul style="list-style-type: none"> All learners from P1-7 did not achieve SQA accreditation from our campus "Wider Experiences" programme which was to be aligned with the Hi5 awards. Parents did not will share in accreditation of Hi 5 but were notified through our newsletter of any wider achievements. 	<ul style="list-style-type: none"> Hi 5 Awards are to be introduced this session but time needs to be put aside to develop.

<p>2.7 Partnerships</p> <p>2.2 Curriculum</p> <p>3.3 Creativity and Employability</p> <p>2.5 Family Learning</p>		
<p>School Priority 3:</p> <p>Leaders of Learning</p> <p>NIF Priority</p> <p>Improvement in attainment</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>Parental Engagement</p> <p>School Leadership</p> <p>School Improvement</p> <p>HGIOS? 4 / HGIOELC? QIs:</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and</p>	<ul style="list-style-type: none"> • Some learners across the campus have become more aware of their current learning and next steps to be taken. • Parents and carers have some knowledge of where learners are and what targets have being identified. This was evidenced through learning conversations on Parents Nights. • Vision and values and aims across the campus, have not been shared with stakeholders and they do not have a clear understanding of the link between behaviour and communication. 	<ul style="list-style-type: none"> • Visible Learning will be developed within the campus and will help develop the statements opposite.

<p>assessment</p> <p>3.2 Raising Attainment and Achievement</p>		
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<ul style="list-style-type: none"> • This year we focused on Developing Numicon and mental maths, Closing the Literacy Gap, Outdoor Learning and Play Based Learning, Visible Learning, Accelerated Reader and Wider Experiences. • Staff took part in training in Numicon, Closing the Literacy Gap, Fastlane, Maths Recovery, Developing Number Knowledge. • Fastlane has not been implemented this session as the training only happened over half way through the session and the focus was on getting to grips with Closing The literacy Gap. • Unfortunately due to the lack of supply teachers the staff involved have not been able to implement the Maths recovery training. Next year SMT or supply will release staff early in the session to plan Maths Recovery. Also, some staff are still not trained in Maths recovery/ • Numicon training happened for all staff in the February in-service and has been fully implemented ever since. • Outdoor Learning has been developed with the outdoor classroom being adapted to make it richer in experiences for the children. Activities are changed regularly and children are outside every day. • The Nurture room has been improved and is more in line with current thinking. We had one pupil who was a school refuser and now is coming to school for half days successfully as the Nurture room is timetabled for her. Next session we hope to have her in full time with the nurture room timetabled into her curriculum. • There is a need to develop a clear rationale for PEF spend, starting with pupil and pupil need. <p>. Tracking and monitoring in relation to PEF, AC, FME etc. will support this work further. PEF profiles are being developed for the 2019-2020 session to help determine which interventions to use. This information will be collated from the final tracking/attainment meeting (in the form of the Action Plan) of the year.</p>	

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2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • SMT have key tasks identified to ensure delivery. • SMT meets on a regular basis and lead level group meetings with teaching staff. • Collegiate sessions are allocated in relation to the 35 hour week and SIP. Staff are kept informed of latest local and national developments by SMT. The pace of change is delivered at an appropriate level to allow initiatives to be embedded. <ul style="list-style-type: none"> • SMT have monitored jotters to provide some evidence of rigour in literacy and numeracy across learning. Staff have had individual feedback and there has been whole school feedback identifying strengths and areas to work on. • SMT have being involved in Curriculum Monitoring. Small groups of children have been asked about their learning and feedback has been given out individual and common themes have been reported on good practice and areas of improvement. • SMT have carried out observations of Learning and Teaching and feedback has been given out in an individual basis. • Sharing of learning with stakeholders is a priority and takes place in the nursery through stay and play sessions and learning journals. Across the schools termly curriculum news goes home and curricular evenings are offered. <ul style="list-style-type: none"> • School motto is shared at assemblies, VIP etc. • Non -teaching staff have had time to look at PPRs for certain youngsters. 	<ul style="list-style-type: none"> • SMT remits to be reviewed in line with our campus approach. • Vision, value and aims to be reviewed with all stakeholders across the campus. • Level group meetings to focus on Visible Learning to embed it into the curriculum. <ul style="list-style-type: none"> • HT regularly attended ELCC weekly meetings based on HGIOELC but this has lapsed and the Nursery manager has taken the role solely. Next session HT or DHT must attend meetings to support Nursery Manager • Peer observations to be reintroduced to develop the role of teachers as a critical friend and to develop relational trust. • Review and update the rationale for St Ninian's to reflect the Catholic ethos of the school and the importance of the local community. <ul style="list-style-type: none"> • Impact Coaches need time each term out of class to help plan the next steps in Visible Learning 	<p>3</p> <p style="text-align: right;">8</p>

	<ul style="list-style-type: none"> Impact Coaches have been identified to help drive Visible Learning. 		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> Warm, welcoming ethos across schools/whole campus. Learning Assistants nurturing, working well with children Positive relationships teacher to teacher, learner to learner, teacher to learner. Opportunities in place to share/collaborate eg Wednesday morning LA meeting, Wednesday pm ELC meeting. VIP & Wider Achievement programmes are effective in developing a host of skills and experiences. <ul style="list-style-type: none"> Second Level staff have been trained to implement Spanish in the 2019-2020 session as part of the 1+2 initiative. Children able to work well individually and with pairs/in groups Clear plans on place for LC children Learning environments in LC and ELC have greatly improved – be sure that all classroom environments are challenging Practical materials available during maths and number activities being used well to support learning. Questioning is strong in some rooms, again children should be leading more learning and asking more questions. <ul style="list-style-type: none"> Staff are at the early stages of using data to plan for improvement. Learning Centre using individual milestones to record progress. Staff are now working on a specific monitoring and tracking format appropriate to their context. 	<ul style="list-style-type: none"> Further opportunities for children to become more independent in their learning and therefore lead their own learning. Learners experiences are not consistent through schools, and at times not challenging enough. As a result, children may not be fully engaged in their learning More emphasis needed on use of digital technologies (whole school, including ELC) and outdoor learning (middle & upper schools) There is a need to build on best practice – which is evident in each area of school. <ul style="list-style-type: none"> In-consistencies in learning and teaching need to be addressed – agreed whole school approaches would support this. Agreed planning and resources as well as agreed display – ie Learning Pit etc. School should continue to develop the use of data and continue to build an effective tracking system. Tracking should also include predictions for the coming year at the first tracking meeting. <ul style="list-style-type: none"> Links need to be made between tracking, attainment meetings, class planning and specific interventions. PEF Profiles are to be introduced to help with this. A need to develop learning targets with children, accessing their views of learning and their next steps. 	<p>3/4</p>

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • The partnership is compliant with statutory requirements and codes of practice within GIRFEC, SHANARRI, Child Protection etc. • SEEMIS recording system is used across the partnership to record pastoral notes, matrices of need and information from partner agencies. • SEEMIS wellbeing app is used to store relevant documentation such as Child's Plans, LAC and CP information. • School has good relationships with partner agencies and maintains up to date pastoral notes, CAR, Identification of Concern, Matrices, Child's Plans etc. • Child Protection policies are in accordance with authority and national guidelines. Staff are updated annually during August INSET. • Some staff have engaged in collegiate sessions developing their knowledge of children with diabetes, deafness and epilepsy. This training is put to use on a daily basis making the children involved feel at ease and focused on their learning. • Agency grids are kept up to date for all pupils. • Staff are aware of which children are PEF and how best to close the gap. • Effective transitions are in place for all pupils, in particular nursery to P1 and P7 to S1. <ul style="list-style-type: none"> • The Nurture room has been redeveloped from advice and support from the Inclusion team making it a calming enjoyable environment for the children. One child who was having anxiety issues, and becoming a school refuser, is using the room on a regular basis and attendance has increased. 	<ul style="list-style-type: none"> • All SMT to have access to the Wellbeing App. • Review of inclusive nature of learning centre and sharing of IEPs between LC staff and class teachers. <ul style="list-style-type: none"> • Regular review of timetables to see if children can be included to a greater degree with their peers. 	4
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners'</i> 	<ul style="list-style-type: none"> • Positive work with interventions such as Closing the Literacy Gap & SRS. • Campus is at the early stages of developing an effective tracking system but campus should work at pace to further develop systems to ensure progress over time is recorded effectively .Further work on moderation, the use of 	<ul style="list-style-type: none"> • There is scope to further develop leadership at all levels – eg children leading their learning. • Overall children's progress in CfE is inconsistent. Not enough children are making appropriate progress. Campus should consider 	3

<p><i>achievement</i></p> <ul style="list-style-type: none"> • <i>Equity for all learners</i> <p>3.2 Securing children’s progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children’s progress over time</i> • <i>Overall quality of children’s achievement</i> • <i>Ensuring equity for all children</i> 	<p>data and the range of assessment approaches will support this work further.</p> <ul style="list-style-type: none"> • There is evidence of the campus using attainment data to inform interventions for targeted individual and group support however we now need to consider the impact of these interventions. • Wider experiences programme is a success. Children, parents and partners able to talk about this programme and how it has evolved over time. • Positive links established with a range of partners and community groups. • School has engaged with an accreditation programme ‘High 5’ to develop this work further. • Learning Centre – life skills groups including shopping and gardening. <ul style="list-style-type: none"> • Staff have been trained in TLQ and have implemented this throughout the year. • ELC PEEP work a real success – parents gaining accreditations 	<p>‘universal’ approaches to high quality learning and teaching and how the use of LAs can support both this and targeted interventions. Differentiation and challenge also need to be considered at this time.</p> <ul style="list-style-type: none"> • There is a need to analyse data more thoroughly to ensure data is used effectively, and interventions are identified and targeted appropriately. • There is a need to develop a clear rationale for PEF spend, starting with pupil and pupil need <ul style="list-style-type: none"> • Tracking and monitoring in relation to PEF, AC, FME etc. will support this work further. • Impact of PEF – school should consider, at the planning stages, how impact of interventions will be measured and reported and how next steps will be identified. PEF profiles will help at the planning stage of interventions. 	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • There are curricular structures in place for most curricular areas. • There are PTs in place with a focused remit on curriculum. <ul style="list-style-type: none"> • Our Planning Folder has been updated and consistent planning is now being used throughout the campus. • The HT attends cluster HT meetings focused on learning pathways in Maths. 	<ul style="list-style-type: none"> • Learning pathways need to be reviewed yearly to provide consistency across the campus. 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> • Parent’s evenings are well attended and take place three times per year. • Parental initiatives within ELCC are well attended and are offered on a flexible and regular basis. <ul style="list-style-type: none"> • There have been ‘showcases’ in every class this year to include parents in their children’s learning. 	<ul style="list-style-type: none"> • There is capacity to build upon the successful health and wellbeing family evening to engage stakeholders in relevant curricular and whole school developments. • Continue the successful parental involvement initiatives that exist within ELCC and extend into our early level classes. 	

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Visible Learning</p> <p>NIF Priority Improvement in attainment Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement School Leadership School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> For all students in our campus to show a 0.4 or greater effect size in maths and numeracy and literacy. They will exhibit the characteristics of an assessment-capable visible learner; where they understand where they are going, how they are getting there and where they will go next. They will be able to interpret assessment results and act on this understanding. 	<ul style="list-style-type: none"> See Visible Learning Action Plan 	<ul style="list-style-type: none"> Impact Coaches and SMT to lead collegiate nights, assemblies – PEF funds will be needed to improve professional reading and to release Impact Coaches termly from class to help plan and implement these changes. See Visible Learning Action Plan

<p>School Priority 2 Respect For All – Review of School’s Anti-Bullying Policy</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement School Leadership School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.2 Leadership of learning 1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Review/develop school's Anti-Bullying Policy. • To have a clear understanding, and evidence of, perceptions within our campus. 	<ul style="list-style-type: none"> • Assemblies on bullying • Child and Parent focus groups on understanding and perceptions of bullying. • Update and develop current anti-bullying policy 	<p>DHT to lead this through assemblies, parent focus group, child focus group and collegiate sessions.</p>
<p>School Priority 3 Improvements in Performance across Numeracy and Literacy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Performance Information Assessment of Children’s progress.</p> <p>HGIOS?4 / HGIOELC Qis 1.1 Self Evaluation for Self</p>	<ul style="list-style-type: none"> • 85% of children on track to achieve their level of attainment • Targeted intervention and learning and teaching to be a focus to raise attainment in next sessions P5s. • Children need to be more aware of where they are in their learning and what their next steps are. • A more robust way of recording any targeted interventions needed to be carried out next session. Recording is carried out in an individual basis and is shared in record sheets but this this needs to be implemented in cohorts and as a total year. 	<ul style="list-style-type: none"> • Continued Implementation of Closing The Literacy Gap and SRS. Introduction of Fastlane • Introduction of Closing the Numeracy Gap and developing Maths Recovery and Developing Number Knowledge. • Target setting in the form of PLPS or something similar needs to place in next session. • Record Sheet to be developed to recorded targeted interventions. 	<ul style="list-style-type: none"> • Children will be identified through Action Plans from tracking meetings. PEF will be used to accommodate resources. • Trained staff will be released to develop Maths Recovery. Staff will be trained on Closing the Numeracy Gap – see PEF Plan • Curriculum PTs will develop Target setting and data sheet for targeted interventions in consultation with staff.

<p>Improvement 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none">• Cluster Maths plans will be implemented next session.	<ul style="list-style-type: none">• Staff to use Cluster Maths planning sheets and assessments	<ul style="list-style-type: none">• Staff to use Cluster Maths planning sheets and assessments
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