**St. Ninian’s Primary School Priorities and Action Plan**

**2019-2020**

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|  |  |  | Image result for additional support needs |
| National Improvement Framework<http://www.gov.scot/Publications/2016/01/8314> | HGIOS 4 Self-evaluation <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf> | Tayside Plan C&FS[External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' | Dundee Education Plan<https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |

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| The aims of the school are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits. |

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| This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information. |

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| **Improvement Priority 1: Improving pupil attainment across all stages in Literacy -closing the gap.** |

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| **Aims**(what we are going to achieve?) | **Actions**(what will we do?) | **Measurement Tools**(How we will know we are making a difference?)  | **Progress/Impact**(what has improved?) | **Personnel**(who will lead this and who is involved?) |
| * **To raise attainment in literacy to 90%**
* **To raise attainment in writing at the second level to 88%**

 **(71% > 85%, 2018-19)*** **To address the gender gap in literacy at the second level – raise attainment of boys from 79% to 84%**
 | **Further embed ‘Big Write’ approach across all stages ensuring consistency of approach.****Promote reading for pleasure across all stages First News resource to include P5 and will be used as a focus to engage boys at the second level.****Embed reading challenge across all stages-showing progression****Implement progression pathways and a programme for spelling across P4-P7.****Small test of change with P7 class using VR to enhance, engage, support and raise attainment, particularly in writing.****Whole staff re-visit training of co-operative learning approach and targeted work with P7 on approaches to feedback. All staff taking on feedback as improvement research project.** | Use of quality assurance activities to target those identified as not achieving expected levels. Pupil progress will be discussed termly and data interrogated with class teachers in order to inform next steps in planning, learning and teaching.Precision Teaching programmes showing progression.Leuven Scale for learner engagement.Seemis tracking tool | AoL data and SNSA shows increased attainment.AoL data for P7 above local and national comparator schools.Increased engagement and attainment in writing-SNSA/CFE info.Closing of the gender gap evident in data. | ESO literacyKaren Dammer/Stewart Graves (co-op learning) CPDSarah T (Literacy lead) for spelling/comprehension/reading inputsLaura Lowden-VR approachesWhole staff teamStacey Paton-P7 teacher for test of change (VR and feedback) |

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| **Improvement Priority 2: Improving pupil attainment across all stages in Numeracy -closing the gap.** |

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| **Aims**(what we are going to achieve?) | **Actions**(what will we do?) | **Measurement Tools**(How we will know we are making a difference?) | **Progress/Impact**(what has improved?) | **Personnel**(who will lead this and who is involved?) |
| * **To raise attainment in Numeracy to 90%**

**(79% > 86%, 2018-19)*** **To raise attainment in numeracy at the second level to 82%**

**(71% > 77%, 2018-19)*** **To address the gender gap, focusing at second level, and raise attainment in boys from 73% to 80%**
 | **Implement progression pathways.****Embed consistency of approach in Numicon across all stages. Planned approach to sharing strategies.****Increase learner engagement in numeracy through digital technology, focusing in particular on boys at the second level.****Engage learners through careers events and role-models with a numeracy and STEM background.****Review and embed conceptual understanding across all stages.** | Use of quality assurance activities to target those identified as not achieving expected levels. Cold assessments given in August/September and again in May/June.Comparative gender gap data.Pupil progress will be discussed termly and data interrogated with class teachers in order to inform next steps in planning, learning and teaching.Leuven Scale for learner engagement.Seemis tracking tool | Increased knowledge, skill and confidence in the use of conceptual understanding and Numicon approaches.AoL data will show increased attainmentIncreased engagement and attainment in numeracy-CfE/AoL info. | Class teachersNumeracy ESOs |

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| **Improvement Priority 3:**  **Improving the mental, emotional, social and physical wellbeing of our young people and staff.** |

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| **Aims**(what we are going to achieve?) | **Actions**(what will we do?) | **Measurement Tools**(How we will know we are making a difference?)  | **Progress/Impact**(what has improved?) | **Personnel**(who will lead this and who is involved?) |
| * **Ensure a culture of inclusion, participation and positive relationships across the whole learning community.**
* **Increase extra-curricular opportunities for all young people but particularly those living in SIMD 1 and 2.**

**(use of data from 2018-2019 highlights current P3 and P4 as a target group).*** **Increased engagement and attainment of children facing specific barriers to their learning.**
 | **Embed the Rights Respecting School approach. (Gain silver award)****Undertake an inclusive environment health check across all classes and make adaptions where required.****Target and increase extra-curricular club engagement and physical activity, particularly for our most vulnerable young people with a focus on P3 and P4.** **EYP to work with targeted groups of children who have been identified as having specific barriers to learning.** | RRS checklist and visit to school.Data interrogated from inclusive checklist.Increased uptake of extra-curricular clubs, particularly those children living in SIMD 1 and 2 in P3 and P4.Use of Resilience Matrix for our targeted individuals at risk of not achieving due to external factors.Data from learner focus groups, JLT, pupil voice groups etc. | RRS agenda embedded and approaches visible and audible across the school.Consistent, effective strategies in place which improve achievement and attainment for all.Increase in number of young people engaging in extra-curricular activities.Increased levels of attainment. | Laura Lowden/Sarah Brankin to lead RRS agendaHT to ensure all classes accessible and inclusive.Supported study for class teacher-Mark (creation and implementation of clubs/data collection etc)HT/Shonagh (DEPS) to lead use of resilience matrix and other strategies to support 1-1/small group targeted inputs addressing barriers to attainment. |