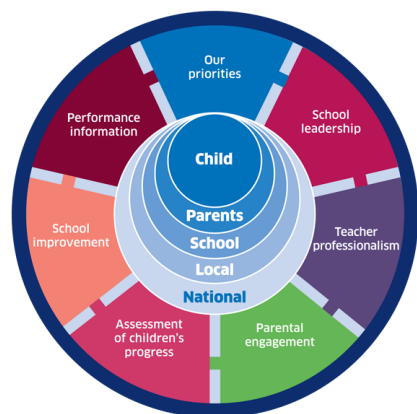


# St Pius X Primary School Improvement Plan – Dundee Nursery/Primary/Secondary School 2019-20



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>



HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeaditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeaditHGIOS/FRWK2_HGIOS4.pdf)



Tayside Plan C&FS  
[External Link](#)  
 Tayside\_Plan 1a.pdf



Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)

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.

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.

**NIF Priorities:**

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing, and;
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

**NIF Drivers:**

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

**Tayside Vision for Children, Young People and Families**

*"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."*

**Tayside's Five Priorities for Children, Young People and Families**

1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

## **School Vision, Values, Aims:**

### **Our Vision**

In St Pius the Gospel is at the heart of our school community.

St Pius creates a safe and nurturing environment which values, respects and welcomes all fostering strong partnerships between home, school, parish and wider community.

### **Our Values**

Respect, Trust, Perseverance, Resilience, Unity and Responsibility.

### **Our Aims**

for our whole school community

Through perseverance and setting realistic goals, we celebrate effort and achievement.

To provide a broad range of well-considered, relevant learning experiences to allow all to fulfil their potential.

To provide opportunities for all to respond positively to the invitation to Faith.

To develop skills for learning, life and work.

To develop future pathways, encouraging all to take responsibility for their choices.

***“BE YOUR BEST SELF”***

### Consultation and Collaborative Self-Evaluation Processes

(the processes used to involve partners with self-evaluation and improvement planning; pupils, parents (council/forum), staff; partner agencies; volunteers.)

- Self evaluation built into annual collegiate calendar
- Annual Parent Questionnaire
- Pupil Surveys
- Pupil Council Consultations
- Parent Council Consultations
- Annual Partners Questionnaire

### Long-Term SIP Overview

	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22
<b>NIF Priority</b>	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Choose an item. Choose an item. Choose an item.
<b>NIF Driver</b>	2 4 5	2 4 5	2 5 6	1 3 5	3 Choose an item. Choose an item.	3 Choose an item. Choose an item.

<b>Tayside'</b>	<b>2</b> <b>3</b> <b>4</b>	<b>2</b> <b>3</b> <b>4</b>	<b>2</b> <b>3</b> <b>5</b>	<b>2</b> <b>3</b> <b>5</b>	<b>2</b> <b>3</b> <b>4</b>	<b>2</b> <b>3</b> <b>4</b>
<b>HGIOS 4 QI Focus</b>	<b>3.1</b> Choose an item. Choose an item.	<b>2.4</b> Choose an item. Choose an item.	<b>2.2</b> Choose an item. Choose an item.	<b>2.5</b> Choose an item. Choose an item.	<b>2.5</b> Choose an item. Choose an item.	<b>2.7</b> Choose an item. Choose an item.

# School/Centre Priorities and Action Plan

Please refer to Appendix (i) for guidance in completing this Action Plan

**Improvement Priority 1: Raise Numeracy & Literacy Attainment**

<p><b>Key NIF Priorities:</b>  <b>Improvement in Attainment</b>  <b>Closing the Attainment Gap</b>          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>Meaningful Engagement, Extended Potential</b>          Choose an item.          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>School Leadership</b>  <b>School Improvement</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>3.2 Raising Attainment-Achievement</b>  <b>2.3 Learning, Teaching, Assessment</b>          Choose an item.</p>

<b>Aims</b> (what we are going to achieve?) by June 2020	<b>Actions</b> (what will we do?)	<b>Measurement Tools</b> (How we will know we are making a difference?)	<b>Progress/Impact</b> (what has improved?)	<b>Personnel</b> (who will lead this and who is involved?)
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<p><b>85% of P1, P4 &amp; P7 learners will achieve expected level in reading</b></p> <p><b>Almost all learners will report an increase in engagement in Reading for Enjoyment</b></p>	<p><b>RESOURCE</b> All teachers of Reading to Learn groups will implement Reflective Reading resources and practice</p> <p>Training opportunities in digital technology for all teachers</p> <p><b>Reading Leader to embed Reading for Enjoyment across all stages</b></p> <p><b>METHOD</b> All teachers to provide more opportunities for children to engage in Reading for Enjoyment throughout the school day and at home</p> <p><b>PEDAGOGY</b> All teachers will increase the number of opportunities for digital technology to be used to support reading learning &amp; teaching</p> <p><b>ASSESSMENT &amp; MODERATION</b> Use of progression Pathways to assess and moderate</p>	<p><b>%of children achieving expected level in Reading,</b></p> <p>Pupil survey</p>		<p>Reading Leader Teachers</p>
<p><b>85% of P1, P4 &amp; P7 learners will achieve expected level in numeracy</b></p>	<p><b>RESOURCES</b> Purchase of Maths No Problem</p>	<p><b>%of children achieving expected level in numeracy</b></p>		<p>All teachers SLT</p>

	<p>PROFESSIONAL LEARNING Training opportunities in digital technology for all teachers</p> <p>ASSESSMENT &amp; MODERATION Use of progression Pathways to assess and moderate</p> <p>PEDAGOGY All teachers to engage in staff training around the use of new resource All teachers to confidently deliver maths curriculum</p> <p>All teachers will increase the number of opportunities for digital technology to be used to support numeracy learning &amp; teaching</p> <p>All teachers to provide outdoor learning opportunities</p>	<p>Teacher survey</p> <p>Leuven Scale</p>		
<p>Almost all learners will report an increase in confidence and improvement in L&amp;T skills</p>	<p>RESOURCE Voice 21 Literacy Leader to deliver in each class</p> <p>PEDAGOGY Delivery of resource through RCT Sharing of resource with all teachers</p>	<p>Pupil survey</p>		<p>Literacy Leader Class teachers</p>



	<p>All teachers beginning to use resource through curriculum</p> <p>ASSESSMENT &amp; MODERATION Use of progression Pathways to assess and moderate</p>			
<p>By June 2020 60% of 3-5 year olds in nursery will use and understand words from ABC and Beyond and Word Aware</p> <p><b>By June 2020 60% of 3-5 year olds in nursery will have progressed at the expected rate through Listening &amp; Talking Programmes</b></p>	<p>RESOURCE Use of nursery champions to enhance skill, confidence and practice of all practitioners.</p> <p>PEDAGOGY All nursery staff to use resource</p> <p>Involve parent/carers in delivery and use of strategies at home</p> <p>Follow guidance from SaLT</p>	<p>Practitioner confidence scale</p> <p>Data collection tool</p> <p>Parent questionnaire</p>		<p>All nursery practitioners</p> <p>Families EYE</p> <p>SaL staff</p>

**Improvement Priority 2: Increase Wellbeing**

<p><b>Key NIF Priorities:</b>  <b>Improving Health and Wellbeing</b>          Choose an item.          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)          Physically, Mentally, Emotionally Healthy</b>          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>Parental Engagement          School Improvement</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>3.1 Improving Wellbeing, Equality, Inclusion</b>          Choose an item.          Choose an item.</p>

<p><b>Aims</b>                      (what we are going to achieve?)                      By June 2020</p>	<p><b>Actions</b>                      (what will we do?)</p>	<p><b>Measurement Tools</b>                      (How we will know we are making a difference?)</p>	<p><b>Progress/Impact</b>                      (what has improved?)</p>	<p><b>Personnel</b>                      (who will lead this and who is involved?)</p>
<p>All learners have strategies to support them to self regulate</p>	<p>PROFESSIONAL LEARNING                      All staff receive training from DEPS</p> <p>POLICY                      All staff to fully embed Behaviour Blueprint</p>	<p>Decreased number of unplanned occasions</p>		<p>All teachers to record, submit and discuss weekly records of unplanned occasions when children leave the room</p> <p>All staff</p>

	<p>Devise anti bullying policy in line with BB</p> <p>APPROACHES Mindfulness scripts</p> <p>TARGETED Set up of Nurture Room PEF funded staff to support learners Timetables for targeted children</p>			
All targeted parents who attend targeted Family Learning report opportunities have had a positive impact	<p>TARGETED GROUPS Eat Well Play Well Resilience Group Cooking Group Digital Technology group Family Learning in P1</p>	Parent survey		SFDW SLT EYE Families
Almost all children feel their voice is heard and acted upon	<p>SCHOOL Wider pupil Voice events Eco Group Digital Technology Value Characters Anti-Bullying Policy</p> <p>CLASS All teachers to report their strategies to gather pupil voice in class</p>	<p>Pupil survey</p> <p>Weekly teacher check in at SODA time</p>		SLT All teachers

**Improvement Priority 3: Improve Attendance & Punctuality**

<p><b>Key NIF Priorities:</b>  <b>Improvement in Attainment</b>  <b>Improving Health and Wellbeing</b>          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>Safety, Protection from Harm for All</b>          Choose an item.          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>School Improvement</b>  <b>Performance Information</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>2.1 Safeguarding-Child Protection</b>  <b>3.1 Improving Wellbeing, Equality, Inclusion</b>          Choose an item.</p>

<p><b>Aims</b> (what we are going to achieve?)</p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement Tools</b> (How we will know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?)</p>	<p><b>Personnel</b> (who will lead this and who is involved?)</p>
<p>To improve the overall punctuality of targeted group from average of 2 lates per week to 0</p>	<p>METHOD            SFDW to devise targeted intervention for specific children and families</p>	<p>Improved punctuality</p>		<p>SFDW            SLT</p>

## School Improvement Plan – Guidance

### Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4)

Evidence from:

- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/Insight
- Inspection Findings
- Changing Trends and Profiles
- Feedback from parents and children and young people
- Pupil learning plans and achievement
- Collaborative Action Research models
- Interventions for Equity
- Exclusions and Attendance Data
- Targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Model for Improvement activities
- Dundee School Improvement Framework