



Holy Family
Primary School



School Improvement Plan 2015-2016



AIMING FOR EXCELLENCE

In Holy Family Primary School, we are actively engaged in the pursuit of excellence. It is our purpose to provide a Catholic education of the highest quality that will enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to:

- ❖ Create an ethos of achievement within our learning community and so raise standards of educational attainment in all areas of the curriculum.
- ❖ Support and develop the skills of all staff to ensure the highest standards of learning and teaching.
- ❖ Use enterprising learning and teaching practices that encourage enthusiasm, creativity and ambition enabling each individual to reach their highest standards of achievement.
- ❖ Work in partnership with home and parish to build a sense of Christian community where all members are held in high respect and their dignity, worth and individuality are respected.
- ❖ Welcome parents as active participants in the life of the school to help all children develop physical, social, spiritual, mental and emotional health and well-being.
- ❖ Ensure the deployment of excellence by fostering high quality leadership at all levels.



No	Improvement Priority	Targets
1	Health & Wellbeing – GIRFEC (Cluster)	<ul style="list-style-type: none"> To implement updated GIRFEC policies ensuring continuity and progression in meeting the needs of learners with additional support needs across sectors.
2	Technologies ICT (Cluster)	<ul style="list-style-type: none"> To ensure there is a progression of skills in ICT with all staff having the necessary training to teach and deliver the entitlements/skills.
3	RERC (RC Primaries)	<ul style="list-style-type: none"> To continue to develop strong and secure achievement in RERC, with a consistent approach to learning and teaching and assessment in all establishments. To build upon the existing good practice in RERC to develop approaches to relationship and moral education.
4	Modern Languages: A 1+2 Approach (Cluster)	<ul style="list-style-type: none"> To ensure that all pupils have the opportunity to learn a modern language (L2) from P1 to P7 and have the experience of a third language from P5 or earlier if appropriate (L3). Short term target for 2015/16: French to be implemented P1 to P7. To develop a cluster approach to the implementation of language 3- Spanish. <i>Gaelic taster sessions in P5.</i>
5	Curriculum	<ul style="list-style-type: none"> To ensure that all staff have a shared understanding of standards and expectations, based on the experiences and outcomes, progression frameworks and significant aspects of learning. To implement an effective parental involvement programme that focuses on helping parents to use appropriate strategies to support children's learning at home. To review approaches to reporting progress and achievement to parents in line with Tackling Bureaucracy,

Improvement Priority	Link to Curriculum for Excellence Strategic Plan/Entitlement(s)	Overall Responsibility
<p align="center">To continue to implement Getting it Right for Every Child</p>	<p align="center">E1 / E2 / E4 / E5 / E6</p>	<p align="center">HT / All staff</p>
Target	Impact on Learners	Timescale
<p>To implement updated GIRFEC policies ensuring continuity and progression in meeting the needs of learners with additional support needs across sectors.</p>	<ul style="list-style-type: none"> • Children and young people feel more involved in processes designed to support and meet their needs. • Children and young people's access to education is improved. • Life chances are improved for vulnerable children and young people. • Children and young people experience a smooth transition through consistent approaches to the implementation of STINT. • Pupils will develop an improved understanding of emotional resilience, developing key skills. 	<p align="center">2014-2017 and ongoing</p>
Measures Of Success	Resource Requirements	Professional Learning
<p>Nurturing approaches are embedded in school/centre All children on appropriate level of Staged Intervention across the cluster</p> <ul style="list-style-type: none"> • are assessed using wellbeing indicators • have views sought and recorded • have additional support needs recorded within updated SEEMIS Pupil Plans <p>All staff are familiar with revised Child Protection policy Identified staff undertake roles within Named Person Service Identified staff undertake role of Lead Professional as required Cluster PLC re-established to support consistent implementation of revised policies in STINT/ Pupil Support Groups, SEEMIS Risk Matrix and collate directory of support services, approaches and resources to meet learners' needs All staff contribute towards planning and review cycle as appropriate Risk Matrix data is updated biannually as part of school quality assurance programme (and as required) <i>Effective implementation of PATHS in identified stages to promote social, emotional and mental health and wellbeing*</i> *as appropriate to each school / centre</p>	<ul style="list-style-type: none"> • Collegiate time (allocate hours) • Inset days • CPD budget • Bounce Back/PATHS Resources* 	<p>Training: Child Protection, STINT/ PSGs Opportunities for joint planning using Bounce Back / PATHS Professional Learning Community at cluster level Professional reading Quality assurance processes</p>

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
1. Whole staff training on revised Child Protection policy.	Aug 2015	In-service 13/8/15	HT	HT/DHT	
2. Staff training for HT / SFL Co-ordinators on revised STINT/PSG policies.	TBC by Local Authority	TBC	ASN Development Officers	Evaluations	
3. Whole staff training on STINT / PSGs.	TBC	Collegiate within own establishments	SfL Co-ordinators / SMT	HT/DHT	
4. Agree 1.5 FTE allocation of Education Support team allocated to St. Ninian's cluster (primary schools).	Aug 2015	CMG Meeting 1 27/8/15	CMG		
5. Update SEEMIS Risk Matrix within each establishment.	Aug- June 2016	SfL Co-ordinator/HT	HT/DHT	HT/DHT	
6. Continued implementation of Named Person Service duties.	Ongoing	EDC systems	HT	HT/DHT	
7. Attendance at authority Supporting Learner Forum/Child Protection Forums.	Sept 2015- Mar 2016 (TBC)	TBC	ASN Development Officers	HT/DHT	
8. Re-establish Cluster Professional Learning (PLC) Community for SfL Co-ordinators /Named Person across cluster with focus on ensuring shared understanding of revised STINT guidelines to enable consistent approaches in implementation and the use of the SEEMIS system.	Sept.-May 2016	SfL Co-ordinators/ HTs 6 meetings in St. Flannan's Primary Dates TBC at 1 st CMG meeting on 27/8/15	SfL Co-ordinators	Professional dialogue to identify good practice and issues arising from new guidelines. Feedback to cluster management group	
9. Cluster PLC to focus on revised PSG guidelines to enable consistent approaches in implementation and identify PSG dates to ensure coherent approach to transition planning with St. Ninian's or other associated secondary school (s).	Sept.-May 2015	SfL Co-ordinators/ HTs Meetings as agreed	SfL Co-ordinators	Professional dialogue to identify good practice and issues arising from self-evaluation. Feedback to cluster management group	

Improvement Priority	Link to Curriculum for Excellence Strategic Plan/Entitlement(s)	Overall Responsibility
Cluster Working Technologies: Early to Third Level	E1 / E2 / E4 / E5	CMG

Target	Impact on Learners	Timescale
To ensure there is a progression of skills in ICT with all staff having the necessary training to teach and deliver the entitlements/skills.	<ul style="list-style-type: none"> Learners will benefit from opportunities across learning for breadth, challenge and application within ICT. Learners will have opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on ICT. Learners make very good progress in their learning. 	Session 2015/16 and ongoing

Measures of Success

- Clear picture of staff competencies in the use of ICT.
- Staff ICT skills will be enhanced with a particular focus on coding.
- There will be an updated and exemplified programme of learning for ICT from Early to Second.
- There will be measurable impact on attainment in ICT for pupils. This will be moderated at cluster level.
- Evidence of progression at all stages, including appropriate pace and challenge.

Resource Requirements

Audit proforma
INSET Day 14 Aug AM
Twilight training sessions
Collegiate sessions

Professional Learning

Whole cluster training sessions
Professional reading of Technologies - ICT
Quality assurance processes
Reciprocal visit opportunities
Sharing good practice
Sharing good practice at cluster/collegiate meetings
Peer visits/moderation/professional dialogue
Staff familiarisation with Technologies Principles and Practice Paper

Tasks and Actions	Timescale	Resources Requirement	Responsibility	Monitoring and Evaluation	Progress Update
1. CMG evaluate programme at monthly meetings on an ongoing basis.	Aug 2015 – Jun 2016	No cost	CMG, HT and DHT St Ninian's	Professional dialogue	
2. Update whole cluster staff team with ICT developments to date. Establish big picture for session including St Ninian's Cluster ICT Planners. Code will be a focus. Navigation of Code.org website within own establishment. Set up online tool. (TBC)	14 Aug 2015	INSET Day 2 AM St Flannan's PS 9.15-11.15 am Own establishment 11.30-12.15pm	Paul Manley Angela Murray? HT/ICT Coordinator	Lessons implemented August to September 2015. Monitoring of progress through online tool.	
3. ICT Co-ordinators and PT ICT to meet to evaluate and review existing programme and review and update moderated staff exemplars. PT Business/Computer Science to liaise with ICT co-ordinators to ensure progression at Third level.	Aug 2015 – Jun 2016 (7 afternoons)	Cover Costs £3763 7 afternoons per establishment (49x0.4x£192) PT ICT St Ninian's HS	HT and ICT Co-ordinators PT ICT St Ninian's HS	Updated ICT programme and quality assured exemplars. Identified changes to Third Level syllabus.	
4. ICT/Science Co-ordinators to be trained in use of datalogger. Create science lessons within IDL context from Early to Second level.	Oct - Dec 2015	Cover Costs £2419 1 full day and 2 afternoons per establishment days (14x0.4x£1.92) + (7x£192)	Paul Manley	Moderated within group.	

<p>5. Training cascaded within establishments for science and data loggers from ICT/science trainer. CT to carry out lessons and moderate against progression framework. Joint planning of rich learning tasks within establishment. Peer visits and moderation of the tasks.</p>	<p>Jan – Mar 2016</p>	<p>Collegiate time within establishment.</p>	<p>CMG</p>	<p>Moderation of rich learning tasks using 7 principles chart, professional dialogue sharing of good practice. Class visits.</p>	
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	Link to Curriculum for Excellence Strategic Plan/Entitlement(s)	Overall Responsibility
Modern Languages: A 1+2 Approach	E4	Head Teacher/ CMG

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To ensure that all pupils have the opportunity to learn a modern language (L2) from P1 to P7 and have the experience of a third language from P5 or earlier if appropriate (L3). Short term target for 2015/16: French to implemented P1 to P7. To develop a cluster approach to the implementation of language 3-Spanish. 	<ul style="list-style-type: none"> Learners have the opportunity to learn a modern language in a way that is planned and progressive. Learners can discuss and identify progress in their learning through using success criteria. Learners can discuss their progress and next steps in learning with their peers, staff and parents. 	2015 /2016 onwards

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> A progressive programme of language learning is embedded with appropriate links to other areas of the curriculum. Increased number of teachers trained in French. Teachers are more confident in delivering a modern language to pupils. Learners are more confident in applying language skills in different contexts. A planned IDL experience is in place for L3 from Primary 5 or earlier if appropriate. <i>Introductory Gaelic taster sessions are in place to support IDL as required</i> 	<ul style="list-style-type: none"> Time (through collegiate calendar; personal professional development time) Training programmes for French and Gaelic 	Modern Languages Development Officer support Local authority training sessions Whole school training sessions Professional learning

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
1. Review current planning and progression in L2, using skills progression and planners.	Aug - Jun 2016	Planners and resources	HT	Professional dialogue; discussion between HT and staff	
2. Identified staff to participate in local authority and SCILT training in French.	Aug.- Nov 2015	Cover 5 days / member of staff Professional Development Time	HT	Professional dialogue; discussion and evaluation from staff and Development Officer	
3. Staff are aware of and can access materials and resources on the 'Primary French' GLOW page.	On going	Access to the Primary French GLOW page	HT	Feedback from staff	
4. Review staff skills and identify opportunities to develop IDL experiences for L3 from P5 or earlier if appropriate.	On going	Professional Development Time; specialist teachers e.g. Mandarin and Gaelic	HT	Professional dialogue; discussion between HT and staff	
5. Review staff skills and identify opportunities to develop language 3- Spanish. Five twilight sessions delivered by St Ninian's staff.	Aug.- Nov	Professional Development Time	HT	Professional dialogue; discussion and evaluation from staff, St. Ninian's Mod Lang Dept. and Development Officer	
6. Introductory Spanish Course materials developed.	Nov.- June	Twilight/cover per establishment as required to support implementation of new resources.	HT	Professional dialogue; discussion and evaluation from staff, St. Ninian's Mod Lang Dept. and Development Officer	
7. Spanish to be included in P7 liaison visits during the coming session. Moderation format to include 7 week cycle – planning with P7 teacher, 5 week implementation of lessons and evaluation / next steps.	As identified as part of liaison calendar with each primary as required.	Timetable adjustments	Mod. Languages Dept. P7 staff	Professional dialogue; discussion and evaluation from staff, St. Ninian's Mod Lang Dept. and Development Officer	
8. <i>Participate in new partnership project supported by the Institute francais d'Ecosse to link with a school in Brittany.(HFPS).</i>	April - June	No cost	Development Officer/DHT	Dialogue with pupils involved in project.	
9. Evaluation of impact on staff and pupils and identification of next steps in supporting implementation of Language 3 across cluster schools.	May – June 16	No cost Staff Audit	CMG	Staff audit to be repeated. Simple questionnaire for pupils.	

Improvement Priority	Link to Curriculum for Excellence	Shared Responsibility
Curriculum for Excellence RERC	E1 / E2 / E4 / E5	SMT, RERC Mentor & All Staff

Target	Impact On Learners	Timescale
<ul style="list-style-type: none"> To continue to develop strong and secure achievement in RERC, with a consistent approach to learning and teaching and assessment in all establishments To build upon the existing good practice in RERC to develop approaches to relationship and moral education. To implement the Pope Francis Award at P6. 	<ul style="list-style-type: none"> Learners will benefit from opportunities across learning for breadth, challenge and application within RERC. Learners will have opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on RERC. Learners will understand their own growth and development in relation to others and as a gift from God. P6 children will have opportunities to reflect on and evidence their faith journey through engagement in the Pope Francis Faith Award. 	2015-2016

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> RERC permeates across all curricular areas (Evidence in planning formats and lesson observations.) Improved levels of attainment & achievement. Evidence of progression at all stages, including appropriate pace and challenge (evidence in pupils' work, pupils' views). Evidence of changing practice through monitoring procedures in RERC. Standards are consistently applied across all stages and establishments through cluster moderation. Number of P6 pupils enrolled in Pope Francis Award and progress in implementing programme. 	<ul style="list-style-type: none"> Collegiate time (allocate hours) Inset days CPD budget Resources and materials Time and budget for initiatives 	Professional reading Education Scotland Website GLOW Working groups Peer visits Attendance at CfE events professional dialogue in school and among schools Sharing of good practice in school/establishments

Task/Action	Timescale (By...)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress Update
1. Awareness raising for all staff on the vision, aims and approaches of 'God's Loving Plan', including an examination of The Theology of the Body.	9 Oct 2015	0.5 inset time Catering	J. Kerr & RERC mentors	Staff discussions, examination of resources and approaches to learning and teaching	
2. Update for specific stages: - By mentors on in-service day - Attending appropriate Archdiocesan in-service - Time out of class for staff to familiarise themselves with the resources and pack (GTC Professional update).	9 Oct 2015 As and when appropriate	As above	As above Appropriate staff	As above Attend appropriate CPD	
3. Information session for all parents at Introductory Parents' Evening. Meeting for parents P6&7 P1 induction meeting(s).	Aug 2015 Jan 2016 As appropriate	No cost	DHT Upper		
4. Mentors to meet for specific tasks: - Prepare workshop for stages - Key vocabulary for parents - Examination/checking of resources - Linking 'GLP' to the RERC planners - Evaluate impact across each school.	10 Sept 2015 21 Jan 2016 17 Mar 2016	3 days cover per school	J. Kerr & RERC mentors	Staff discussions, examination of resources and approaches to learning and teaching.	
5. Preparation and Enrolment for Pope Francis Faith Award P6.	Advent 2015	SCES resources	DHT Upper/Fr Hannah	Monitor numbers of pupils enrolled.	

	Link to Curriculum for Excellence Strategic Plan/Entitlement(s)	Overall Responsibility
Curriculum	E1, E2, E4, E5	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To ensure that all staff have a shared understanding of standards and expectations, based on the experiences and outcomes, progression frameworks and significant aspects of learning. To implement an effective parental involvement programme that focuses on helping parents to use appropriate strategies to support children's learning at home. To review approaches to reporting progress and achievement to parents in line with Tackling Bureaucracy, 	<ul style="list-style-type: none"> Learners experience a clear progression pathway and continuity in learning experiences at each level. Learners will be more involved in their learning. Learners can discuss their progress and next steps in learning with staff and parents. 	2015 -2018

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> Approaches to learning, teaching and assessment are well planned, coherent and purposeful. Staff use a range of approaches to assess the outcomes of different types of learning and within the experiences and outcomes use assessment information well to support progression. Approaches to monitoring and tracking achievement across key aspects of learning ensure that appropriate progress is being made by all learners. There is a robust system in place to track children's progress in learning and achievement. Streamlined and effective approaches to reporting in place. Learners actively involved in tracking, identifying targets and evidencing their progress. 	<ul style="list-style-type: none"> Time (through collegiate calendar; personal professional development time) Revised edition of How Good Is Our School (HGIOS) Six days cover-Health &Wellbeing working party 	TLC Meetings using: <ul style="list-style-type: none"> Education Scotland Professional Learning Resources including Numeracy across Learning Resource. NAR HGIOS (New Edition)

Task and Actions	Timescale	Resource Requirements	Responsibility	Monitoring and Evaluation
1. Working party established to audit and refresh whole school Health & Wellbeing curriculum.	Aug – Sept 2015	2 x 3 days cover DHT- no cost	DHT Early	Children’s work Discussion with learners Moderation of work at TLC meetings
2. Continue to use Significant Aspects of Learning and Progression Frameworks to refresh planning, assessment, monitoring and tracking in Literacy, Numeracy, Social Subjects and Health & Wellbeing.	Aug- Apr 2016	Collegiate time	DHT Upper	Feedback at tracking meetings Professional Dialogue-TLC Meetings
3. Monitor to ensure that forward planning and records are in keeping with the Tackling Bureaucracy Guidelines.	Oct-May 2016	Collegiate time	SMT	Professional Dialogue Tracking Meeting Discussions
4. Audit parents’ views on support required in order establish parental involvement programme.	Sept –Dec 2015	Time to collate results	SMT	Evaluate parental workshops/information
5. Staff attend authority Co-operative Learning In-Service training.	November	Cover cost provided	SMT	Classroom visits by SMT
6. Opportunities for teachers to meet with line manager to engage in professional dialogue.	Aug – May 2016	Colligate Time	SMT	Minutes of Tracking Meetings Teacher Evaluations
7. Moderation of Social Subjects outcomes across a level including planning and assessment evidence.	Oct, April & June 2016	TLC-Colligate Time	DHT Upper	DHT Upper
8. Sharing of standards in Social Subjects across all levels at staff meeting.	Apr 2016	Colligate Time	DHT Early/Upper	Revised programme in place. Professional Dialogue.
9. Moderation of Numeracy outcomes across a level including planning, learning experiences and assessment evidence.	Nov 2015	TLC -Colligate Time	SMT	Monitoring of learners work. Dialogue with learners.
10. Sharing of standards across all levels at staff meeting.	Nov 2015	3 Days Cover	DHT Early/Upper	Programme of progression of skills completed and in place.
11. Moderation of Literacy reading outcomes across a level including planning, learning experiences and assessment evidence.	Mar 2016	TLC-Colligate Time	DHT Early/Upper	Monitoring of learners work. Dialogue with learners.

Task and Actions	Timescale	Resource Requirements	Responsibility	Monitoring and Evaluation
12. Sharing of standards across all levels at staff meeting.	Mar 2016	Collegiate Time	DHT Early/Upper	Children's work Discussion with learners Moderation of work at TLC meetings
13. Review new Health & Wellbeing programme and update.	Jun 2016	Collegiate Time	DHT Early	Feedback at tracking meetings Professional Dialogue-TLC Meetings
14. Use Assessment Toolkit and HGIOS to identify good practice and next steps in learning across the curriculum.	Feb 2016	In-Service Day	HT	Professional Dialogue
15. SMT to report on number of children achieving Early, First and Second levels.	Jun 2016	No cost	SMT	Classroom visits Monitoring of work Standardised test results Moderation of learning experiences
16. Member of staff shares experience of CPD in planning rich outdoor learning activities across the curriculum.	Aug 2015	Collegiate Time	Clare Hendry	Share good practice at TLC
17. Establish working party made up of parents and staff to audit current reporting processes.	Nov 2015	Time for meetings	HT	Minutes of meetings Feedback sheets from parents and pupils.
18. Review of reporting formats including local authority group recommendation and exemplars from other schools within the authority. Devise agreed format for annual summative report.	Nov 2015	Time for meetings	HT	Minutes of meetings
19. Audit parents views on new format.	Jun 2016		HT	Parental feedback on new format