



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	Raising Attainment in Numeracy (Cluster)	<ul style="list-style-type: none"> • To raise standards of attainment and achievement . • To ensure progressive, consistent approach across cluster schools in learning and teaching methods within numeracy/maths.
3	Raising Attainment in Literacy Listening & Talking	<ul style="list-style-type: none"> • To improve standards of attainment and achievement in literacy by helping staff to build their capacity in teaching group discussion skills.
4	RERC (RC Primaries)	<ul style="list-style-type: none"> • Continue to develop strong and secure achievement in RERC, with a consistent approach to learning , teaching and assessment in all establishments. • To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God’s Loving Plan (Primary) and Called to Love (Secondary). • Introduce new self evaluation document ‘The Catholic School – Developing in Faith’ and accompanying CLPL document ‘Companions on the Journey.’

Improvement Priority	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
<p>To continue to implement Getting it Right for Every Child (Cluster)</p>	<p>Priority : 3-18 Cluster Working, Health and Wellbeing</p>	<p>HT / All staff</p>
Target	Impact on Learners	Timescale
<p>To implement updated GIRFEC policies in relation to Named Person Roles 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’s views are embedded in Action Plans • Children and young people’s attainment and achievement is improved • Life chances are improved for vulnerable children and young people through ensuring equity for all • Children and young people experience a smooth transition through consistent approaches to the implementation of the wellbeing application • Pupils will develop an improved understanding of emotional resilience and use SHANARRI indicators 	<p>2016-2017 and ongoing</p>
Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> • Nurturing approaches are embedded in school/centre • Effective implementation of the Wellbeing Application including the Named Person Dashboard and transfer of key documentation between named persons • All children on appropriate action plans where required -assessed using wellbeing indicators / my world triangle/resilience matrix as appropriate • Children’s views sought and recorded • Parents views sought and recorded • 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 maintained to support consistent implementation of revised policies in relation to GIRFEC including SEEMIS applications • 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) 	<p>Collegiate time (allocate hours) Inset days CLPL budget POLAAR assessment tool What I Think Tool</p>	<p>Training: Child Protection, POLAAR Assessment training Named Person/Wellbeing Application training module 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 2016	In-service day 15/8/16	HT/DHT	HT/DHT	
2. Nurture training for 2 members of primary staff per school.	Aug 2016	In-service day 16/8/16	HT/DHT	Evaluations	
3. Ongoing CLPL for staff undertaking Named Person Service duties	TBC by Local Authority	TBC	ASN Development Officers	Evaluations	
4. GIRFEC PLC meet to create support materials for raising staff awareness of universal and targeted support.	Oct 2016	½ day per establishment (am)	SfL Coordinators / SMT	Professional dialogue	
5. Whole staff training on universal and targeted support.	TBC	Collegiate within own establishments	SfL Coordinators / SMT	Professional dialogue Teachers' planning	
6. Cluster Professional Learning (PLC) Community for Support for Learning Co-ordinators/Named Person Service across cluster with focus on ensuring shared understanding of roles and responsibilities, implementation of Wellbeing Application to enable consistent approaches in implementation and the use of the SEEMIS system across the cluster.	Sept.-May 2017	SfL Coordinators/ HTs 8 meetings in St. Flannan's Primary Dates TBC at 1 st CMG meeting on 24/8/16	SfL Coordinators / SMT	Professional dialogue to identify good practice and issues arising from new guidelines. Feedback to cluster management group	
7. Implementation of POLAAR assessment across cluster P1 as part of assessment strategy for each school.	Sept – June 2017 Initial training – 1/9/16 at St. Flannan's	½ day training for P1 staff and support for learning co-ordinators across the cluster Attainment Advisor	SfL Coordinators / SMT	Professional dialogue Teachers' planning Attainment / assessment data	

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
8. Pilot 'What I Think Tool' to ensure pupil views are reflected in action plans.	Jan.-May 2017	SfL Coordinators/ HTs	SfL Coordinators / SMT	Professional dialogue Action plans	
9. Cluster PLC to identify and share good practice in assessment used as part of processes for identifying dyslexia. Review 'Collaborative Report' format to ensure consistent approaches to identifying, assessing and reporting on Dyslexia across the cluster.	Jan.-May 2017	SfL Coordinators/ HTs	SfL Coordinators	Professional dialogue to Feedback to cluster management group	
10. Cluster PLC to update directory of support services, approaches and resources to meet learners' needs.	Sept.-May 2017	SfL Coordinators/ HTs	SfL Coordinators	Professional dialogue to identify good practice and issues arising from self- evaluation. Feedback to cluster management group	
11. Attendance at authority Supporting Learner Forum/Child Protection Forums.	Sept 2015- March 2016 (TBC)	TBC	ASN Development Officers	HT/DHT	
12. Update SEEMIS Risk Matrix within each establishment.	August- June 2017	SfL coordinator/SMT	HT/DHT	HT/DHT	
13. Quality Assurance and evaluation of GIRFEC work undertaken using HGIOS 4.	May 2016	SfL coordinator/SMT Questionnaires and pupil discussion groups	SMT	Evaluations	

Improvement Priority	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
Numeracy (Cluster)	Priorities : 3-18 Cluster Working/ Literacy, Numeracy and Health and Wellbeing	HTs / All staff

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To raise standards of attainment and achievement. To ensure progressive, consistent approach across cluster schools in learning and teaching methods within numeracy/maths. 	Learners will: <ul style="list-style-type: none"> Make very good progress in their learning. Improve pace and accuracy in mental agility. Experience challenging contexts in which to apply numeracy skills, developing their higher order thinking skills. Reinforce / extend numeracy skills through family learning. Experience a smooth transition to their new school. 	August 2016-June 2017

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> Clear picture of staff competencies in numeracy. Staff from cluster schools work together to plan and moderate challenging and effective learning and teaching approaches in numeracy across CfE levels. Effective professional dialogue to moderate skills planners in maths which take account of SALs to ensure progression and map curriculum content. Staff understanding of skills progression in numeracy through the CfE levels. All staff including promoted staff moderate planning, learning teaching and assessment through effective quality assurance procedures including peer visits. Learners actively involved in learning opportunities, confidently identifying learning targets and evidencing their progress (including opportunities for dialogue with staff and parents). 	Time (through collegiate calendar; personal professional development time) Cluster working fund	Quality Assurance Professional dialogue with SMT / Peers Practitioner enquiry approach Cluster training sessions Whole school training sessions Professional learning Community Sharing examples of good practice

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
1. Completion and analysis of teacher questionnaire to establish staff competencies and knowledge of key documentation. Analysis of results to inform agreed action plan.	Aug 2016	Collegiate time CMG to analyse results	HTs	Professional dialogue Diagnostic analysis	
2. Identify Numeracy co-ordinator in each school.	Sept. 16	PRD process within collegiate time	HTs	PRD	
3. Staff training session focussing on assessing progress and achievement and SAL in relation to Place Value.	Oct. 16	Progression frameworks SALs National Numeracy and Mathematics hub	HTs	Professional dialogue	
4. CfE level staff working groups established to plan, deliver and moderate SAL: Numeracy-Place Value Early → Third level Create and administer pre and post assessment.	September 2016- May 2017	Collegiate time Principles and Practice Papers. Assessing Progress and Achievement Maths Hub SSLN website Analysis of Standardised Assessments SAL Peer visits across establishments and other authorities	HTs All staff Numeracy co-ordinator	Professional dialogue, forward planning and moderation booklet.	
5. Staff training on SEAL approach at early level.	September 2016- October 2016	½ day training and 2x twilight sessions SEAL materials	HTs Early Level staff	Professional dialogue, staff evaluations	

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
6. Create a range of resources to reinforce / extend numeracy skills of our pupils and give a link between home and school from Early through to Third Level.	October – December 2016	Identify good practice across cluster schools and develop shared support materials.	Numeracy co-ordinators HTs	Professional dialogue, feedback from pupils and parents	
7. Establish a bank of moderated teaching methodologies, lessons, activities and resources that can be cascaded and shared with colleagues across the cluster.	May 2016	Collegiate time, staff cover as required.	HTs All staff	Professional dialogue	
8. Quality Assurance and evaluation of maths moderation work undertaken using HGIOS 4.	May 2016	HGIOS 4 Moderated resources Pre and post intervention assessment	SMT	Evaluations Data analysis	
9. Review and refresh forward planning format to reflect changes in practice. (Holy Family)	January-June 2017	Collegiate time, staff cover as required.	DHT (Numeracy Leader)	Staff evaluations	

Improvement Priority	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
Literacy	Priorities : raising Attainment in Literacy	HT / DHT

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To improve standards of attainment and achievement in literacy by helping staff to build their capacity in teaching group discussion skills. 	Learners will: <ul style="list-style-type: none"> Develop higher order thinking skills as they progress through the levels. Experience challenging contexts in which to apply Listening and Talking skills across all curricular areas. 	August 2016-June 2017

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> Teachers report an increase in confidence in teaching group discussion skills. Learners are more competent at building on the contributions of others and asking relevant questions. Skills taught are applied across the curriculum. 	Time (through collegiate calendar; personal professional development time)	Quality Assurance Professional dialogue with SMT /Peers Whole school collegiate sessions Professional Learning Community Sharing examples of good practice

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
1. Staff attend presentation delivered by representative from Education Scotland.	16 th August 2016 pm	Time in-service day	HT	Professional dialogue Diagnostic analysis	
2. Evaluate current practice and plan next steps.	October 2016	National Improvement Hub- Literacy- Group Discussion Professional Learning Resource SSLN website	HT	Professional dialogue	
3. Management team use 'Guidance for Strategic Leaders' document to evaluate how well group discussion skills are being taught in relation to the national picture.	September 2016	Guidance for Strategic Leaders document. Management time.		Professional dialogue	
4. Use the interactive 'Group Discussion Skills Diagram' to consider how group discussion experiences help learners to develop higher order thinking skills.	September 2016- May 2017	Collegiate time Assessing Progress and Achievement National Improvement Hub- Literacy- Group Discussion Professional Learning Resource SSLN website	HT All staff Literacy co-ordinator	Professional dialogue, forward planning and discussion at tracking meetings.	
5. Use the full range of group discussion exemplars and accompanying commentaries to explore a breadth of group discussion experience allow learners to develop a full range of skills.	Collegiate meetings October 2016-May 2017	National Improvement Hub- Literacy- Group Discussion Professional Learning Resource	HT	Professional dialogue.	
6. Opportunities for staff to moderate learning experiences.	April 2017	Collegiate time	HT	Professional dialogue Peer visits	

7. Monitoring visit by SMT.	March 2017		HT/DHT	Professional dialogue. Interview children.	
8. Update programmes of work and planning format to reflect change in practice.	May 2017	Collegiate time	DHT	Professional dialogue	

Improvement Priority	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
<p align="center">CfE RERC <i>(EDC Authority Denominational Schools)</i></p>	<p align="center">Priority : Curriculum Design</p>	<p align="center">HTs / RERC Mentors / All staff</p>
Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> Continue to develop strong and secure achievement in RERC, with a consistent approach to learning , teaching and assessment in all establishments. To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God’s Loving Plan (Primary) and Called to Love (Secondary). Introduce new self evaluation document ‘The Catholic School – Developing in Faith’ and accompanying CLPL document ‘Companions on the Journey.’ 	<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 the distinctiveness of their Catholic school community and reflect on their role within it. 	<p align="center">2016-2017</p>

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> RERC permeates other curricular areas (Evidence in planning formats and lesson observations of effective IDL) Improved levels of attainment and achievement Planning formats reviewed and moderated to reflect Significant Aspects of Learning and Progression Framework. Standards are consistently applied across all stages and establishments through cluster moderation with specific focus on primary / secondary transition. 	Collegiate time (allocate hours) Inset days CPD budget Resources and materials Time and budget for initiatives SCES Resources	Professional reading Education Scotland Website GLOW Working groups across authority Peer visits Archdiocesan CLPL Professional dialogue in school and among schools across local authority Sharing of good practice in and between schools/establishments

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
1. RERC Management Group meetings to plan implementation of tasks including organising self evaluation workshops.	Meeting 1 2/9/16 1:30pm at St. Helen's Primary Further meetings (termly) TBC	HT from each denominational school to attend	RERC Mgt Group	Professional dialogue	
2. Mentors to meet for specific tasks: <ul style="list-style-type: none"> - Complete composite planners for TIOF - Amend P4 & P7 planners to reflect changes in Sacrament of Confirmation in preparation for 2017-18 - Link GLP to TIOF planners - Audit all TIOF planners. - Review and moderate planning formats to reflect SALs and progression framework. 	Meeting 1 30/8/16 at St. Helen's Further meeting dates TBC for Oct. '16, Jan. '17 and March '17	4x 1 day cover per establishment	M. O'Connor / HTs & RERC mentors	Staff discussions, examination of resources, SALs, progression framework and approaches to learning, teaching and assessment	
3. Lead primary / secondary mentors to meet to <ul style="list-style-type: none"> - Share rationale and format of TIOF planners early to second level - Work cooperatively to review and adapt third level planners to ensure coherence and progression - Raise awareness of GLP resource in relation to Called to Love. Adapt learning and teaching as required to ensure progression - Review and moderate planning formats to reflect SALs and progression framework. 	Meeting 1 30/8/16 at St. Helen's Further meeting dates TBC	1 day x per establishment 3x 1 day per secondary establishment (input from lead primary mentors as required)	As above Appropriate staff	Staff discussions, examination of resources, SALs, progression framework and approaches to learning, teaching and assessment	

Tasks/Action Required	Timescale	Resource Requirements (including time allocated)	Personnel Responsible	Monitoring and Evaluation Arrangements	Progress
4. Introduce new self evaluation document 'The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey.' Primary staff and secondary representatives to attend.	Inset day 1:30pm on 14/10/16 at St. Machan's Primary	Archdiocesan Primary RE advisor.	RERC Mgt group	Staff evaluations	
5. School working parties to engage in self evaluation workshops using Theme 2: Developing as a Community of Faith and Learning. Workshop 1 to focus on first characteristic of key theme.	Inset day 1:30pm on 14/10/16 at St. Machan's Primary	3 days cover per school	RERC Mgt group	Professional dialogue and evidence generated through using challenge questions	
6. School working parties to engage in self evaluation workshops using Theme 2: Developing as a Community of Faith and Learning. Follow up workshops to focus on remaining two characteristics of key theme.	Collegiate time allocated from each establishment calendar. Nov. '16 – June '17	Collegiate time allocated from individual establishments' collegiate calendar	RERC Mgt group	Professional dialogue and evidence generated through using challenge questions	
7. Review of self-evaluation workshops to share good practice and identify next steps in developing as a Catholic Community of faith and learning.	June '17	HT from each denominational school to attend	RERC Mgt group	Professional dialogue and review of evidence base	