

School Improvement Plan

Holy Family Primary

Our Shared Vision, Values and Aims

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.

Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Target
1.	<p style="text-align: center;">Raising Attainment in Literacy Writing (Cluster)</p>	<ul style="list-style-type: none"> • To raise attainment in writing through clear skills progression linked to the benchmarks. • To share standards through exemplification of writing samples from early to third level. • To ensure that there are effective moderation procedures early to third level.
2.	<p style="text-align: center;">Raising Attainment in Literacy Listening & Talking</p>	<ul style="list-style-type: none"> • To raise attainment in listening and talking across the school with specific reference to narrowing the vocabulary gap at early level.
3.	<p style="text-align: center;">Raising Attainment in Numeracy</p>	<ul style="list-style-type: none"> • To improve attainment in Numeracy and Maths across P1-7 through implementation of new planning and pedagogy. • To target children who require intensive support through maths intervention strategies to enable them to achieve the appropriate levels at all stages and be confidently numerate by the time they leave P7.
4.	<p style="text-align: center;">Health and Wellbeing</p>	<ul style="list-style-type: none"> • To improve the engagement of pupils and parents in learning through the development of a positive can do mindset that improves attainment, increases achievement and develops greater aspirations.
5.	<p style="text-align: center;">RERC</p>	<ul style="list-style-type: none"> • To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God's Loving Plan at P1-5. • To continue to develop 'This is Our Faith' through self-evaluation using 'The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey.' • To make learners aware of the links between the wellbeing indicators, Rights of the Child and the Gospel Values.

<p>Improvement Priorities</p> <p>Raise Attainment In Literacy Closing the attainment gap between the most and least disadvantaged children</p> <p>(Cluster Priority)</p>	<p>NIF Drivers</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Assessment of Children's Progress
<p>Targets</p>	
<ul style="list-style-type: none"> • To raise attainment in writing through clear skills progression linked to the benchmarks. • To share standards through exemplification of writing samples from early to third level. • To ensure that there are effective moderation procedures early to third level. • To train teachers and support staff on the new programme to improve literacy significantly in order to close the attainment gap between the most and least disadvantaged (PEF). • Learners are clear about targets and how to improve. <p>Achieved through:</p> <ul style="list-style-type: none"> • Consistency in planning and tracking for writing P1-7 • Common approaches to the teaching of writing skills P1-7 • Additional support for identified learners • PLC –collegiate time for teachers to moderate writing early-third level. 	
<p>Success Criteria</p>	
<ul style="list-style-type: none"> • Teachers’ professional development results in the consistent and sustained use of approaches that raise learners’ confidence and attainment in writing across all curricular areas. Learners make very good progress in their learning and attainment is raised in writing. • Teachers have a shared understanding of standards and expectations and can confidently report on CfE levels. • Learners are able to transfer skills across all curricular areas. • Rigorous tracking indicates the attainment gap between the most and least disadvantaged learners is narrowed. 	

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Action	Timescale	Responsibility	Progress update
Introductory session for all cluster schools on the pedagogy behind effective planning, teaching and assessment of writing.	½ day session August in-set Yasmin Ashby (QIO)	CMT	
A literacy leader identified in each school to review Education Scotland materials, benchmarks and skills development in writing in order to develop a skills progression framework and assessment criterion rubric Early to Third.	September and throughout session	CMT CT from each school/ nursery	
Creation of cluster professional learning communities for Early, First, Second and Third levels to plan rich learning tasks which exemplify effective learning and teaching and assessment. Replicated at school level.	September and throughout session	Supported by: Early – Mrs McGill First – Mrs Coughlan Second – Mrs Boyle Third – Mrs McKenna	
Peer visits in and across schools to observe taught writing and moderate learning.	Termly	PLC	
Teachers bring exemplars of writing in agreed genre to be moderated at school and cluster level to agree standards and expectations. Aug – Oct personal Oct – Feb – functional Feb – May - creative	Termly	CTs and Supporters	
PLC evaluates impact on learners and implements any further required changes to teaching, learning and assessment as a result of moderation throughout.	On-going	PLC	
Produce an updated bank of exemplification from Early to Third level to ensure smooth transitions and support professional judgement of achievement of a level.	June 2018	PLC	
Focus additional support (SMT, additional staffing) on identified children P1-7.	August 2017-June 2018	HT	

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Purchase new laptop bus, laptops and i pads to support skills in writing, redrafting and presenting work.	August 2017	DHT	
Purchase Junior Librarian and re-launch lending library. Allocate reading buddies (secondary pupils) to identified children from SIMD 2,3 & 4.	September 2017-May 2018	HT	

Resource Requirement

Cluster budget used to release staff for PLC and peer visits

New laptop bus, laptops and 10 i pads- £19,000 (Funded by PTA funds)

Amount allocated from Pupil Equity Fund	£3,040 (£850 & £2,190) £24,124 (To support literacy and numeracy targets)
Staffing (Specify the post and exact costs)	Staffing covered by SMT and additional PEF teacher Main grade teacher 0.5 FTE August to March -£14,121.00 Classroom assistant x 25 hours August to March 2018- £10,003.
Resources	North Lanark Literacy £850 Junior Librarian £2,190 (includes access to 1000 e books)
Other	

Professional Learning

½ day in-service with Yasmin Ashby August in-service. Collegiate Time- Time to look at resources. Professional Dialogue. Peer Visits

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Improvement Priority Raise Attainment in Numeracy Closing the attainment gap between the most and least disadvantaged children	NIF Drivers <ul style="list-style-type: none">• Teacher Professionalism• Parental Engagement• Assessment of Children's Progress
Targets	
<ul style="list-style-type: none">• To improve the numeracy skills of all children, in particular SIMD 2, 3 & 4, enabling them to achieve the appropriate levels at all stages with a focus on making all children confidently numerate by the time they leave Primary 7.• To improve staff confidence in teaching Maths Recovery and SEAL strategies.• Learners are clear about targets and how to improve. <p>Achieved through:</p> <ul style="list-style-type: none">• Good quality CLPL (Maths Champion)• Good quality programmes of work (SEAL & Maths Recovery)• Parental involvement.	
Success Criteria	
<ul style="list-style-type: none">• Consistent approach to planning, delivery and assessment across the school.• Staff have a clear understanding of standards and expectations, based on the experiences and outcomes, and benchmarks through moderation in school and cluster.• The gap between the most and least disadvantaged learners is narrowed.• Increase in attainment of a level early-second level.• Learners can apply skills in a variety of different real-life contexts (holistic assessments).• Staff are clear about achievement of a level.• Learners can confidently explain strategies used to solve a problem.• Improvement in standardised assessment results.	

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Action	Timescale	Responsibility	Progress update
Maths 'champion' delivers SEAL training to new staff and Maths Recovery CLPL to all teaching and support staff.	August 2017	Maths Champion	
Audit existing SEAL resources and purchase as required.	October 2017	Maths Champion	
PPT for parents/carers during Meet the Teacher sessions and 'hand on' presentation for new parents at the Primary 1 numeracy information sessions.	August 2017	Maths Champion	
Create a parent/carer information leaflet/film covering main aspects of how to support SEAL strategies at home.	November 2017	Maths Champion	
Review math & numeracy progressive planners for early, first and second to: <ul style="list-style-type: none"> • Incorporate MR and SEAL approaches • Include numeracy and maths benchmarks. 	January-March 2018	DHT/Maths Champion	
Identify and target children in SIMD 2, 3 & 4 in order to close the gap between our most and least disadvantaged children	August 2017 -June2018	HT	
Collegiate time for sharing good practice and professional dialogue.	August 2017-May 2018	HT	
Amend maths policy to reflect new practice.	April 2017	HT	

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Resource Requirement	
Amount allocated from Pupil Equity Fund	<p>£6,048 (0.2 staffing £5,648 & £400 SEAL)</p> <p>£24,124</p> <p>(To support in literacy and numeracy targets).</p>
Staffing (Specify the post and exact costs)	<p>0.2 Teacher to allow Maths Champion out of class to model good practice £5,648</p> <p>Additional support covered by SMT and additional PEF teacher Main grade teacher 0.5 FTE August to March - £14,121.00</p> <p>Classroom assistant x 25 hours August to March 2018 £10,003.</p>
Resources	<p>Collegiate time (Time to share good practice, peer visits)</p> <p>SEAL resources</p>
Other	

<p>Improvement Priority</p> <p>Raise Attainment in Literacy (Listening & Talking with a focus on social subjects) Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Drivers</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Assessment of Children's Progress
<p>Targets</p>	
<ul style="list-style-type: none"> • To raise attainment in listening and talking across the school with specific reference to narrowing the vocabulary gap at early level. • To increase the range and type of vocabulary children use to communicate, share meaning and develop understanding of key concepts. • To develop a shared understanding of listening and talking benchmarks through developing a 'word aware' approach to narrowing the vocabulary gap. • To continue to moderate listening and talking activities across all levels to ensure a coherent and consistent approach to developing skills across contexts for learning. • To improved listening and talking skills through development of vocabulary awareness with EY and P1 SIMD 1 and 2 learners. • To increase the range and type of vocabulary used to communicate, share meaning and understand key concepts with EY and P1 SIMD 1 and 2 learners. • To increase awareness (children, parents and staff) of the 'word aware' approach to developing vocabulary. <p>Achieved through:</p> <ul style="list-style-type: none"> • Good quality CLPL • Rich learning activities linked to social subjects topics • PLC (Nursery & P1, P2-P7) 	
<p>Measures of Success</p>	
<ul style="list-style-type: none"> • Staff have an increased understanding of the benefits of developing the learner's vocabulary from the earliest stages and are aware of the long term effects on skills for learning, life and work if there is a vocabulary gap. • Staff have attended CLPL on Word Aware strategies and have an understanding of how this can be used to increase learners' vocabulary effectively, promote language / communication development for all learners as well as promote understanding of key concepts appropriate to the learners' age and stage of development. • Staff have a shared understanding of the experiences/ outcomes and benchmarks that are developed through using a Word Aware approach to address the vocabulary gap. • Parental participation and feedback in related family learning opportunities. • Attainment levels in literacy – in particular listening and talking at the end of P1 – June 2018.. Staff have an understanding of moderation processes and are using these to share standards. Staff have a shared understanding of standards and expectations and can confidently report on CfE levels in those areas. • Staff have knowledge and skills to develop understanding of ways in which the vocabulary gap can be addressed effectively through partnership working with parents. • Staff have shared standards and expectations which they apply consistently whenever listening and talking is taking place to ensure continuous progress. 	

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Action	Timescale	Responsibility	Progress update
Audit strategies being used to develop vocabulary within nursery and Primary 1.	August Collegiate Time	HT /Nursery teacher	
CLPL on Word Aware strategies to develop vocabulary and narrow the vocabulary gap.	September 2017	EY Staff & P1 staff	
Raising Awareness – feedback to whole staff team on strategies to narrow the vocabulary gap and increase amount and quality of vocabulary used at early level.	September 2017	HT	
Purchase of Word Aware resources (and if required assessment materials.) Familiarisation with Word Aware resource including time to download and create resource.	August 2107	HT	
Familiarisation with strategies to narrow the vocabulary gap and raise attainment in listening and talking using the following strategies <ul style="list-style-type: none"> • Making Words Count – developing a word enriched environment. • Direct teaching of vocabulary. • Teaching Concepts. • Fun with words. 	October In-Service Day 2017	HT	
Implement early level parental workshop to explain strategies that will be implemented to increase vocabulary, why this is important and the role parents can play.	October 2017	Nursery Teacher/P1 teacher	
Implement learning, teaching and assessment approaches related to vocabulary development using Word Aware approaches and cross referencing with the listening and talking benchmarks.	October-December 2017	HT	
Reciprocal visits organised across cluster within early level e.g. through early level liaison groups.	October 2017-May 2018	HT	

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Self-evaluation using HGIOS 4 – 2.3 and 3.2, class visits, monitoring of learners’ work, feedback from parents through parental questionnaire, assessment information from learner observation and interaction.	On-going	HT	
Peer visits to observe vocabulary development - one visit per person – nursery to Primary One and vice versa.	September 2017, January 2018 April 2018	HT	
Lead teacher gives presentation using Education Scotland’s support materials.	August 2017	PT	
PLC to ensure staff have shared understanding of skills learners should be developing to improve the quality in : <ul style="list-style-type: none"> • Active listening • Group discussions • Individual talk. 	Collegiate Time (TBC)	PT	
Social subjects topic planners updated to incorporate rich learning tasks covering the three areas.	August 2017 –May 2018	PT	
Evaluate evidence from new listening and talking tasks. Highlight strengths and next steps.	May 2018	PT	

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Resource Requirement	
Amount allocated from Pupil Equity Fund	£1405 (Peer visits, printing and Word Aware resources) £24,124 (To support literacy and numeracy targets)
Staffing (Specify the post and exact costs)	Staffing covered by SMT and additional PEF teacher Main grade teacher 0.5 FTE August to March -£14,121.00 Classroom assistant x 25 hours August to March 2018 £10,003.
Resources	'Teaching Vocabulary in the Early Years' x 2 Printing £100
Other	

Professional Learning
CLPL on Word Aware strategies x 2

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Improvement Priority	NIF Drivers
Improvement in Children's Health and Wellbeing (Cluster)	<ul style="list-style-type: none"> • Parental Engagement • Assessment of Children's Progress
Targets	
<ul style="list-style-type: none"> • To empower learners from SIMD 2, 3 & 4 to take personal responsibility, develop resilience and foster the right attitude for success. • To challenge the assumptions of staff about learners abilities. <p>Achieve through: Good quality training for staff, parents and learners.</p>	
Measures of Success	
<ul style="list-style-type: none"> • Raised attainment as learners raise expectations of themselves and their capacity to improve. 	

Action	Timescale	Responsibility	Progress update
Cluster in-service 'Close the Gap' for all staff delivered by presenter from 'Live -N-Learn' including a brief overview of Dr Carol Dweck's theory of Mindset.	13 th October 2017	HT	
Organise 2 days of events: <ul style="list-style-type: none"> • Whole school assembly P1-7 • P4-6 workshops • Staff CPD session • Parent Seminar 	October-November 2017	HT	
Collegiate sessions for staff to share good practice and support each other deliver programme.	October 2017-May 2018	HT	
Closely track progress of identified learners in each year group.	On-going	HT	
Questionnaire to parents and learners on impact of project.	May 2017	HT	

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<p style="text-align: center;">Improvement Priority</p> <p>Improvement in Children's Health and Wellbeing</p>	<ul style="list-style-type: none">• Teacher Professionalism• Parental Engagement
<p>Targets</p>	
<ul style="list-style-type: none">• To build upon the existing good practice in RERC to develop approaches to relationship and moral education through God's Loving Plan at P1-5.• To continue to develop 'This is Our Faith' through self-evaluation using – 'The Catholic School – Developing in Faith' and accompanying CLPL document 'Companions on the Journey.'• To make learners aware of the links between the wellbeing indicators, Rights of the Child and the Gospel Values. <p>Achieved through:</p> <ul style="list-style-type: none">• Well planned relationship and moral education lessons.• Parental engagement.	
<p>Measures of Success</p>	
<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 Benchmarks.• Standards are consistently applied across all stages and establishments through cluster moderation with specific focus on primary / secondary transition.• Learners are able to make links between the wellbeing indicators, Rights of the Child and the gospel values.	

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Action	Timescale	Responsibility	Progress update
Presentation on God's Loving Plan at 'Meet the Teacher' evening.	August 2017	DHT	
Complete self-evaluation using the document 'Shining the Faith' to highlight good practice and areas for improvement.	October 2017	DHT	
Compile a programme for monthly assemblies linking the wellbeing indicators, Rights of the Child and the gospel values.	August 2017-June 2018	DHT	
Training for teachers involved in sacramental programme.	TBC	DHT	
Amend P7 planners to reflect changes in Sacrament of Confirmation for this year.	October 2017	DHT	
Liaise with staff from Holy Trinity to prepare P7 children for the joint celebration of Confirmation at St Flannan's Church.	February 2017 Sacrament of Confirmation 23 rd April 2018	DHT	
Teachers use SCES resource pack for schools to plan activities to celebrate 2018.	January 2017		
Evaluate RME programme and amend as required.	April 2018		

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Invite parents to join us in 2018 celebration in school	June 2018		
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Resource Requirement	
Amount allocated from Pupil Equity Fund	N/A
Staffing (Specify the post and exact costs)	
Resources	Purchase new P7 Confirmation workbooks and teacher's lesson plan. Training for teachers Confirmation x 2 = £100 Reconciliation x 1= £50
Other	

Professional Learning Training for new teachers on Confirmation and Reconciliation.
