

Overview of Whole School Priorities and Targets

No	Improvement Priority	Target
1.	Raise Attainment in Literacy skills (Cluster)	<ul style="list-style-type: none"> • Raise attainment in writing through implementation of the Talk4Writing Approach – Imitation, Innovation and Invention. • 3% increase in pupils achieving expected levels or better in writing. • Moderate standards across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session). • To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level. • Shared understanding of achievement of a level to ensure robust and consistent professional judgement.
2.	Introduce Play to Learn in Primary 1	<ul style="list-style-type: none"> • Children and young people’s attainment and achievement in primary 1 is improved. • Health and wellbeing are improved for vulnerable children through ensuring equity for all. • Children and parents’ views are embedded in Action Plans. • Professional Learning will lead to increased confidence of all staff and impact positively on attainment for all children. • Management of resources support the children’s learning.
3.	Skills Development through STEM	<ul style="list-style-type: none"> • To raise awareness of STEM with staff, learners and parents. • To develop learners’ higher level thinking skills by connecting classroom practice to the real world. • To review programmes to ensure collaboration, communication, research, problem solving, critical thinking and creativity between STEM disciplines.
4.	Raise attainment in RERC (RC Cluster)	<ul style="list-style-type: none"> • Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims. • Learners will understand the distinctiveness of their Catholic school and its role in ‘Serving the Common Good’ locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education. • Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their ‘Faith into Action’ as they deepen their understanding of CST including Sacramental life and achievements such as attaining Pope Francis Faith Award. • Moderation of standards and teaching approaches across schools within Archdiocese.

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers</p> <p>EDC NIF Implementation Plan</p>	<p style="text-align: center;">Raise Attainment In Writing</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Assessment of Children's Progress • Improvement in attainment in literacy • Closing the attainment gap between the most and least disadvantaged
<p>Target</p>	
<ul style="list-style-type: none"> • Raise attainment in writing through implementation of the Talk4Writing Approach – Imitation, Innovation and Invention • 3% increase in pupils achieving expected levels or better in writing • Moderate standards across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session) • To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level • Shared understanding of achievement of a level to ensure robust and consistent professional judgement 	

Action	Timescale	Responsibility	Progress update
Project Lead Training Day: Introduction to Talk 4 Writing focussing on fiction writing Location : Holy Trinity Primary	In-service day 1 13 th Aug.	Cluster SMT Project Teams Yasmin Ashby	
Whole school training day 1 : Talk 4 Writing Fiction Group 1 pre 5 and P1-3- Craighead Primary Group 2 P4-7 and St. Ninian’s staff – Holy Family Primary	In-service day 2 14 th Aug.	Cluster SMT Yasmin Ashby	
CFE level collegiate moderation sessions in each establishment	Sept. –Jan. 5 sessions Feb- May 2 sessions	School SMT	
A literacy champion identified in each school to support implementation of Talk 4 Writing Approach	September and throughout session	Cluster SMT Staff member from each school/ nursery	

<p>Creation of cluster professional learning communities for Early, First, Second and Third levels to share good practice in the implementation of Talk 4 Writing Reciprocal visits to be arranged between staff at each level</p> <p>8/10/18 9:15am St. Machan's 1st Level 8/10/18 1:15pm HTPS Early Level 9/10/18 9:15am HFPS 2nd / 3rd Level 14/1/19 9:15am St. Machan's 1st Level 14/1/19 1:15pm HTPS Early Level 15/1/19 9:15am HFPS 2nd / 3rd Level 29/4/19 9:15am St. Machan's 1st Level 29/4/19 1:15pm HTPS Early Level 30/4/19 9:15am HFPS 2nd / 3rd Level</p>	<p>Once per term</p>	<p>supported by: Early – Mrs McGill/Mrs Stewart First – Mrs Coughlan/ Mrs Miller Second/Third – Mrs Campbell / Mrs McKenna</p>	
<p>Peer visits in and across schools to observe taught writing and moderate learning.</p>	<p>By end January 2019</p>	<p>Cluster SMT and SMT at each school</p>	
<p>Whole school training day 2 : Talk 4 Writing Non Fiction Group 1 pre 5 and P1-3- HTPS Group 2 P4-7 and St. Ninian's staff – St. Machan's</p>	<p>In-service day 3 13th Feb. 2019</p>	<p>Cluster SMT Yasmin Ashby</p>	
<p>PLC evaluates impact on learners and implements any further required changes to teaching, learning and assessment as a result of moderation throughout.</p>	<p>On-going</p>	<p>PLC</p>	
<p>Cluster Moderation session to ensure shared standards of progress within a level and achievement of a level- early to beginning 3rd level.</p>	<p>In-service Day 5 Afternoon session-HFPS</p>	<p>Cluster SMT</p>	
<p>Produce an updated bank of exemplification from Early to Third level to ensure smooth transitions and support professional judgement of achievement of a level. Revise and update assessment framework in light of feedback from staff.</p>	<p>June 2018</p>	<p>PLC</p>	
<p>Holy Family- Introduce new reading programme to supplement 5 Minute Box and support children with additional support needs.</p>	<p>August 2018</p>	<p>HT</p>	

Resource Requirement	
£10,000 allocation for cluster working will cover planned training sessions throughout the year- Project lead day £1000, whole school training day (2x groups in August) £2000 plus expenses £450, Feb In-service day £2000 plus £400 expenses. Total of £5850. Remaining £4150 to be shared between establishments to buy relevant training manuals and provide cover for professional learning community meetings and reciprocal visits.	
Amount allocated from Pupil Equity Fund	Supplementary reading programme to consolidate 5 Minute Box phonic programme - £4865 Pie Corbett resources- £321.86
Staffing (Specify the post and exact costs)	PEF teacher 0.1 to support introduction of Talk 4 Writing TBC
Resources	Talk 4 Writing Training Days – as detailed above Talk 4 Writing Resources – Creating Storytellers and writers, Talk for Writing Across the Curriculum, Talk for Writing in the Early Years, Talk for Writing in Secondary Schools, Jumpstart Grammar
Other	Magpie books and polishing pens
Professional Learning	Talk 4 Writing Training days, collegiate and CFE level PLCs

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers</p> <p>EDC NIF Implementation Plan</p>	<ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Assessment of Children's Progress • Improvement in attainment in literacy/health & wellbeing • Closing the attainment gap between the most and least disadvantaged
Target	
<ul style="list-style-type: none"> • Children and young people’s attainment and achievement in primary 1 is improved. • Health and wellbeing are improved for vulnerable children through ensuring equity for all. • Children and parents’ views are embedded in Action Plans. • Professional Learning will lead to increased confidence of all staff and impact positively on attainment for all children. • Management of resources support the children’s learning. 	

Action	Timescale	Responsibility	Progress update
1. Primary 1 teachers attend Play to Learn training.	June 2018	DHT (P1-3)	
2. Audit of environment and resources, identifying gaps and purchasing resources.	August 2018 (afternoon before children are in all day)	HT	
3. P1 teachers attend Ferre Laevers’ training arranged by authority. Link with nursery staff to address needs of identified children.	TBC Meet with team leader from nursery-August	DHT(P1-3)	
4. Choose an area for change and decide on pre/post measures using Ferre Laevers’ Wellbeing and Engagement Scale and SDQ. Liaise with HFN staff.	August/September 2018	HT	
5. Presentation to parents at literacy/numeracy information session.	August 2018	Primary 1 teachers	

6. Arrange good practice visit to St Matthew's.	September	HT	
7. Evaluation and analysis of data against measures. Plan next steps.	May 2019	HT	


Resource Requirement	
Amount allocated from Pupil Equity Fund	£1000 for play equipment
Staffing (Specify the post and exact costs)	
Resources	Audit to identify resources-£1000. Training costs to be confirmed.
Other	
Professional Learning	Good practice visits to other establishments. Ferre Laevers' Training. PLC Meetings TBC

<p style="text-align: center;">Improvement Priority 2018-2021</p> <p>Link to NIF Priorities and Drivers</p> <p>EDC NIF Implementation Plan</p>	<p>STEM</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Improvement in attainment Improvement in employability skills and sustained, positive school leaver destinations for all young people • Closing the attainment gap between the most and least disadvantaged
<p>Target</p>	
<ul style="list-style-type: none"> • To raise awareness of STEM with staff, learners and parents. • To develop learners’ higher level thinking skills connecting classroom learning to the real world. • To review programmes to ensure collaboration, communication, research, problem solving, critical thinking and creativity between STEM disciplines. 	

Action	Timescale	Responsibility	Progress update
Senior managers complete STEM Self-Evaluation and Improvement Framework for Senior Managers (Education Scotland) in order to evaluate practice and plan next steps.	October 2018	HT	
Working party established to refresh P4-7 science/technology programmes to link with benchmarks and incorporate Education Scotland STEM topics.	November 2018- May 2019	HT/DHT (P4-7)	
Provide creative and exciting learning opportunities through partnership working with local agencies.	November 2018 – May 2019	HT/DHT (P4-7)	
Working party refresh P1-3 science planners to include benchmarks.	November 2018 - May 2019	HT/DHT(P4-7)	
Maths Champion and DHT continue to update SEAL planners P1-4.	September- December 2018	HT/DHT (P4-7)	

Amend maths policy to incorporate SEAL Number Counts and Maths Recovery programmes.	May 2019	HT/DHT (P4-7)	
Purchase fifteen i pads to complete class set.	September 2018	HT	
Staff evaluate impact of new science planners on learners' attainment.	May 2019	HT/DHT(P4-7)	

Resource Requirement	
Amount allocated from Pupil Equity Fund	N/A
Staffing (Specify the post and exact costs)	Science working party 10 days' cover SEAL working party 10 days' cover
Resources	17 iPads = PTA money - £4016.25 10 iPad Covers for Outdoor Use- £50
Other	Collegiate time to extend staff knowledge of SEAL and Maths Recovery planning, learning, teaching and assessment approaches in P4-P7.

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers</p> <p>EDC NIF Implementation Plan</p>	<p style="text-align: center;">Raise Attainment In RERC</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • Assessment of Children's Progress  <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged 		
Target			
<ul style="list-style-type: none"> • Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims. • Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education. • Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their 'Faith into Action' as they deepen their understanding of CST including Sacramental life and achievements such as attaining Pope Francis Faith Award. • Moderation of standards and teaching approaches across schools within Archdiocese • To build upon existing good practice in RERC to develop approaches to relationships and moral education through God's Loving Plan P1-5 			
Action	Timescale	Responsibility	Progress update
Self- evaluation using Developing In Faith Theme : Serving the Common Good to consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils.	Oct onwards	SMT	
Review vision, values and aims of our school based on 7 themes of Catholic Social Teaching Stage assemblies / focussed class lessons to highlight CST and illustrate how it is intrinsic to the school vision, values and aims.	Sept onwards Collegiate session Sept-Oct	SMT /Teaching staff	
Use of PRD support materials to reflect on Charter for Catholic Education / CLPL calendar from Archdiocese of Glasgow as part of PRD process and identification of individual key priorities.	Sept WTA	SMT / Teaching staff	
Senior leaders from each school attend CHAPS conference- refocus on aims, values and mission of the Catholic school and CHAPS association. Focus on school self-evaluation.	Sept	HT staff	
RERC co-ordinators of each school to attend Archdiocesan Professional Learning Community sessions – refocus on strands of faith within TIOF highlighting links to overarching theme: Serving the Common Good.	Dates TBC	RERC Co-ordinator	
Use SCES materials (lesson plans and prayer resources) at assemblies and during RERC lessons to Celebrate 100 years of Catholic Teaching. Implementation of agreed placemat activities at school, cluster, local authority and	Sept onwards	SMT/All staff	

archdiocesan levels.			
Additional Catholic Education Fortnight- use SCES materials as above to contribute to cluster display for core theme Catholic Education: Serving The Common Good Include use of Sancta Familia Media clips (You tube) on Catholic Education: Good for Scotland (includes First Minister’s Address).	(19/11/2018-30/11/18)	SMT / All staff	
Whole staff (teaching and non-teaching) retreat to reflect on Catholic Education: Serving the Common God and focus on Centenary Icon: Jesus the Teacher Retreat at Schoenstatt.	Oct In-service 12/10/18 1:30-3pm	SMT/All staff	
Holy Family-Collegiate session to share good practice in approaches to relationship and moral education through God’s Loving Plan.	Sept - Feb 2019	HT	
HTs to attend APHTA Conference- developing school policies which focus on wellbeing, equity, equality and inclusion which reflect the mission of Catholic school.	1/2/19 10/5/19	HTs	
HTs to attend 2 day CHAPS conference -- focus on curriculum and partners who can support schools in Serving the Common Good with particular focus on practical approaches to supporting vulnerable families.	13 th & 14 th September 2018	HTs	
Develop whole school approach to social and emotional and skills development through The Ice Pack- Knowing Me, Knowing You resource.	20/08/18	HTs	

Resource Requirement	
Adult spiritual reflection in Schoenstatt, training requirements as identified through PRD	
Amount allocated from Pupil Equity Fund	The Ice Pack teacher resources- £350 Digital Resource-£200
Staffing (Specify the post and exact costs)	
Resources	SCES subscription, APHTA/CHAPS subscription, PRD support materials from APHTA, Developing in Faith : Catholic School Evaluation and Planning, Companions on the Journey, Archdiocese Education Team, Holy Family -2 Collegiate sessions to share good practice in God’s Loving Plan and Ice Pack ‘Knowing Me-Knowing You’.
Other	