



HOLY FAMILY PRIMARY SCHOOL IMPROVEMENT PLAN 2019-2020



Improvement Planning Guidance for Schools and Establishments 2019

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS 4 quality indicators (QIs);
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

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

Curriculum Rationale

At Holy Family achieving equity and excellence for all children is our central aim. This year we received £33,600 in PEF funding which was used to ensure that every child at Holy Family had equity of opportunity to succeed, with particular focus on closing the poverty-related attainment gap. We understand the importance of providing a safe and inclusive environment and we are aware of the different barriers to learning; we strive to put in place support which is tailored to the individual needs of each child. The school offers a safe place, where pupils are nurtured in order to develop their confidence, self-esteem and emotional resilience. We believe all children are entitled to develop to their full potential academically, socially, emotionally, physically, morally and spiritually. We work hard to enable each child to grow in confidence in order to participate in our wider community. The percentage of children achieving CfE levels relevant to their stage is well above the national/local average.

Through our Improvement Plan we take account of local priorities alongside those in the National Improvement Framework (NIF). We are constantly striving to further enhance attainment and consistently improve standards and quality in all school functions. A carefully planned collegiate calendar ensures that our Professional Learning Communities (PLC) meet regularly for professional dialogue, planning and moderation activities. We actively cultivate respectful, supportive relationships between pupils, teachers and parents and provide regular opportunities for pupils and parents to take an active role in the life of the school. We value and work together with our PTA and Parent Council, understanding the important role they play in our



school community. As a Catholic school, we have strong links with our parish and are committed to developing as a community of faith, which promotes the Gospel Values.

Attainment Profile

30% of children who attend the school live within SIMD 1-4 (Scottish Index of Multiple Deprivation). The Free Meal Entitlement (FME) for Holy Family PS is 5%. Children who enter the school in P1 have attended Holy Family Nursery, other local authority or private provider pre-5 establishments. The associated secondary is St Ninian's High School to which almost all P7 children will transfer.

The following table outlines Achievement of a Level 2018-19 for primary 1, 4 and 7 and is in line with previous attainment. Although the attainment in Maths is slightly down in P4, there are a number of children who will achieve this early in P5.

Level	Reading	Writing	Listening & Talking	Maths
Early (P1)	92%	92%	94%	92%
First (P4)	91%	91%	92%	83%
Second (P7)	90%	88%	97%	86%

SNSA results for 2018 to 19 show very good attainment across the stages.

Primary 1 - 53 pupils	Band 6+ and 5	Band 4 and 3	Band 2 and 1
Literacy	34%	62%	4%
Numeracy	47%	41%	11%

Primary 4 - 53 pupils	Band 9+ and 8	Band 7 and 6	Band 5 and 4
Reading	78%	23%	
Writing	49%	48%	4%
Numeracy	60%	39%	

Primary 7 - 59 pupils	Band 11+ and 10	Band 9 and 8	Band 7 and 6
Reading	56%	37%	7%
Writing	40%	49%	10%


Numeracy

50%

48%

3%

IMPROVEMENT PRIORITY	TARGETS
<p>1</p> <p>Raise Attainment in Literacy skills (Cluster)</p> <p>Major Priority</p>	<ul style="list-style-type: none"> • Raise attainment in writing through continued implementation and embedding of the Talk4Writing principles – Imitation, Innovation and Invention. • An increase in pupils achieving expected levels or better in writing. • Further moderation of standards within the school and across across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session). • To further develop effective 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.
<p>2</p> <p>Skills Development through STEM</p>	<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 expand STEM partnerships for stages throughout the school. • To review programmes and yearly planning to ensure collaboration, communication, research, problem solving, critical thinking and creativity between STEM disciplines.
<p>3</p> <p>To extend learning through play into P2, building on the approaches already established in P1</p>	<ul style="list-style-type: none"> • learners attainment and achievement in primary 1 and 2 is improved • Learning is supported by innovative, creative and enquiry based play experiences; • Development of the learning environment to support learning and teaching. • Health and wellbeing is improved for vulnerable children through ensuring equity for all. • Children and parents' views are embedded in planning. <p>Professional Learning leading to increased confidence of all staff and positive impact on attainment for all children.</p> <ul style="list-style-type: none"> • Management of resources and learning spaces to support the children's learning.
<p>4</p> <p>RERC: Developing as a community of Faith and Learning</p> <p><i>Key Characteristic: an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</i></p>	<ul style="list-style-type: none"> • Raise staff awareness of equalities legislation Equality Act 2010 and resources developed by Scottish Catholic Education Service to support equalities education early to third level. • Identify curriculum links between equalities resources and curriculum areas. • Develop Equalities Policy for use in EDC Catholic schools in line with legislation and SCES guidance. • Parents, pupils and staff will work collaboratively to develop a shared understanding of Equality and Inclusion through This is our Faith.

IMPROVEMENT POLICY	RAISE ATTAINMENT IN WRITING	
<ul style="list-style-type: none"> • Link to NIF Priorities and Drivers • EDC NIF Implementation Plan 	<ul style="list-style-type: none"> • Improvement in attainment particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • School Improvement • Teacher Professional Learning • Assessment of Children • School Leadership 	 <ul style="list-style-type: none"> • Continue to raise attainment in writing • Raise attainment in writing through targeted interventions • Cluster Working

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
<p>Training Day 1: Talk 4 Writing Focussing on Non-negotiables and short burst writing <i>Location : Holy Trinity Primary</i></p> <p>Group 1 pre 5 and P1-3 Time: 9-12.30pm- Holy Trinity</p> <p>Group 2 P4-7 and Secondary Time: 12.30-3.30pm Holy Trinity</p>	<p>In-service day 2 14th Aug 2019 NB ½ day allocation per group</p> <p>Teaching and non teaching staff</p>	<p>Sue Cove Accredited Trainer £1200 (Cluster Funding)</p>	<p>Cluster SMT Project Teams</p>	<p>Staff evaluation of training. Implementation of learned strategies evidenced through learning visits.</p> <p>Collegiate professional discussions.</p>	
<p>Collegiate training session for probationers/new staff members x 4 hours (2x2 hour session CPD/PRD)</p>	<p>Aug/Sept 2019</p>	<p>Self-devised staff training presentation and T4W manuals (no cost)</p>	<p>Grace McGill Rona Coughlan</p>	<p>Staff evaluation of training. Implementation of learned strategies. Collegiate professional discussions.</p>	
<p>PLC Leaders identified from each school (early, first, second and third level)</p>	<p>Aug/Sept</p>	<p>School staff</p>	<p>Cluster SMT</p>		

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
PLC Pedagogy/Moderation training sessions with Yasmin x2 (PLC Leaders)	Sept 2019 2 sessions	School staff West Partnership moderation materials	School SMT Yasmin Ashby	Professional dialogue	Nicky McMahon, Laura Reilly, Kaen Crossan, Yvonne McGuire.
20.09.19 full day - St. Machan's 1 st Level 25.09.19 full day - HTPS Early Level 26.09.19 full day - HFPS 2 nd / 3 rd Level <i>*moderation of planning for effective Learning and Teaching followed by implementation of planned lessons in each establishment</i>	Sept 2019	Cluster planning grid West Partnership planning template T4W training manuals 3 days cover per school £225 x 15 = £3375 (cluster funding)	supported by: Early - Mrs McGill/ Mrs Stewart First - Mrs Coughlan/ Mrs Miller Second/Third - Mrs Campbell / Mrs McKenna	Moderation of planning for effective Learning and Teaching followed by implementation of planned lessons in each establishment	
Peer visits across establishments by the PLC Leaders to observe delivery of planned learning and moderate observations.	Nov 2019	West Partnership moderation materials Cover as required -individual school budgets	PLC Leaders	Moderation of Learning and Teaching	
PLC Leaders Moderation of assessment. Annotation of achievement of a level 23/1/20 full day St. Machan's 1 st Level 24/1/20 full day HTPS Early Level 30/1/20 full day HFPS 2 nd / 3 rd Level	Jan 2020	West Partnership moderation materials (hot task) 3 days cover per school £225 x 15 = £3375 (budget allocation determined per school- either CLPL budget or PEF)	supported by: Early - Mrs McGill/ Mrs Stewart First - Mrs Coughlan/ Mrs Miller Second/Third - Mrs Campbell / Mrs McKenna	Moderation of assessment	

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
Each school establish a Strategic Talk 4 Writing Team (SMT and Teacher Leadership)	September 2019 and throughout session	Identified staff	Cluster SMT Staff member from each school/ nursery	Each school establish a Strategic Talk 4 Writing Team (SMT and Teacher Leadership)	Pauline Campbell, Yvonne McGuire
Strategic Talk 4 Writing Team to work collaboratively to develop practical resources and planning frameworks e.g whole school overview and Grammar/spelling progression guidance x 3 days – meeting once per term 25/10 @Holy Family 17/1@ Craighead 20/3 @ Lennoxtown	September 2019 and throughout session	Identified staff Cover funded	Cluster SMT Staff member from each school/ nursery	Ongoing evaluation of Cluster planning documents	
Collegiate sessions within each establishment to support above this will include opportunities to moderate writing (time allocation to be confirmed by individual schools)	September 2019 and throughout session	WTA	SMT within each establishment	Evidence of moderation Professional dialogue	
Peer visits in and across schools to observe short burst writing and moderate learning.	By end February 2020		Cluster SMT and SMT at each school		
Whole school training day 2 : Talk 4 Reading Group 1 pre 5 and P1-3- HTPS Group 2 P4-7 and St. Ninian's staff – St. Machan's	In-service Day 3 12 th Feb. 2019	Sue Cove Accredited Trainer £1200 (Cluster Funding) Trainer 2 TBC £1250 (Cluster Funding)	Cluster SMT Sue Cove Julia Strong		
Project lead day	13 th Feb 2020	Sue Cove Trainer 2TBC T4W training package £1450 (Cluster Funding)	Cluster SMT Sue Cove Julia Strong	Project Lead evaluation	

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
<p>PLC Leaders to share moderated exemplification created at early, first and second level. (Holy Family) *all staff from all schools to attend</p> <ul style="list-style-type: none"> AM – release staff to set up event. 	26 th Feb 2020 3.30-5pm (inclusive of travel time)	Venue – Holy Family PLC presentation	SMT PLC Leaders	Staff evaluation	
Cluster writing strategy developed by Strategic Talk for Writing Implementation group	June 2020	SMT Cluster management time Agreed format	SMT All staff across Cluster schools	Carried forward to next session	
Data analysis and self-evaluation to determine year 2 of project and future next steps.	June 2020	Attainment levels 19-20	PLC Leaders and T4W Strategic Leadership Group	S.I.P evaluation	


Leadership and Parental and Learner Engagement Opportunities

Staff	Pupils	Parents
<ul style="list-style-type: none"> Staff leadership opportunities PLC group membership and Strategic Implementation Group in each establishment 	<ul style="list-style-type: none"> Pupil Focus Groups to determine impact Pupil showcase at parent evening/open door events Pupil presentation to parents 	<ul style="list-style-type: none"> Awareness raising through website, newsletters and twitter Parent focus groups Glow form questionnaire Parent information workshops and information leaflets

Resource Requirement	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
<p>T4W Accredited Trainers. T4W Resource Books and recommended reading. West Partnership Moderation Materials QIO support/expertise – Yasmin Ashby Cover to support some of the PLC meetings.</p>	<p>Cluster / Partnership Funding – detailed breakdown PEF Funding – detailed breakdown</p> <p>Cluster requirements</p> <p>Training sessions which cover early years to S3. Please see detailed costing on table below.</p>	<p>As detailed within Tasks / Actions</p> <ul style="list-style-type: none"> ✓ T4W training days ✓ Professional Reading ✓ Professional Dialogue ✓ Leadership of learning opportunities through PLC Moderation groups at Early, First, Second and Third Levels. ✓ Strategic Talk4Writing Team

Additional PEF Funding to be detailed by each individual establishment within their School Improvement Plan.

- ✓ Peer visits within and across establishments.
- ✓ Market place sharing of good practice event

IMPROVEMENT POLICY	SKILLS DEVELOPMENT THROUGH STEM	
<ul style="list-style-type: none"> • Link to NIF Priorities and Drivers • EDC NIF Implementation Plan 	<ul style="list-style-type: none"> • Improvement in Attainment in Numeracy • Improvement in attainment sustained, positive scores • Working party establish programmes to link with Scotland STEM topics • Closing the attainment gap 	 <p>skills and people equity advantaged</p>


Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
Working party established to refresh P4-7 science/technology programmes to link with benchmarks and incorporate Education Scotland STEM topics.	Sept 2019 March 2020	Curriculum Development Time	DHT/Working Party	New programmes in place and being used for planning.	
Working party established to refresh P1-3 science/technology programmes to link with benchmarks and incorporate Education Scotland STEM topics.	Sept 2019 March 2020	Curriculum Development Time	DHT/Working Party	Staff evaluation and trialling of new planning formats.	
Provide creative and exciting learning opportunities through partnership working with local agencies.	Nov 2109	TBC	Class teachers	Evaluation of events from pupils and partners.	
Maths Champion to lead working party complete update to SEAL planners P1-4	Oct 2019	6 days cover (3 days x 2 staff)	Mrs McKinnon Mrs Miller		
STEM Week. Events organised to promote STEM and work in partnership with STEM parents and STEM ambassadors	Nov 2019	TBC	Mr McGrory	Evaluation of events from pupils and partners.	

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
STEM and SPCA. Workshop event for Primary 4-7 using ROBO WUNDERKIND. Primary 1-3 classes will use resources supplied for class teacher to provide learning experiences.	Nov 2019	Supplied by SPCA	SPCA	Evaluation of events from pupils and partners.	
West Partnership – Collaborative Learning Group. Attend Launch Event Scoping Meeting Initial Question Setting Project Implementation *Focus for the group will be numeracy and application of skills through Play Based learning at Second Level. Partner schools are Lenzie Meadow (EDC) and Ardgowan (Inverclyde)	June 2019-June 2020	Cover for West Partnership Working 3x 1/2 days, 2 full days for development work.	Mr McGrory HT	Evaluation at West Partnership level and school level. Pupil, parent and staff evaluations of project.	
STEM and SPCA. Workshop event for Primary 4-7 using ROBO WUNDERKIND. Primary 1-3 classes will use resources supplied for class teacher to provide learning experiences.	Nov 2019	Supplied by SPCA	SPCA	Evaluation of events from pupils and partners.	

Leadership and Parental and Learner Engagement Opportunities

Parent STEM Ambassadors will support class events and STEM Week.
 Links with Caledonian University Nursing Faculty with reciprocal visits for selected stages
 Pupils will take part in SPCA STEM workshops P4-7
 Pupils will take part in teacher-led SPCA workshops for P1-3
 Pupils will engage in lessons focussed on STEM, both at the STEM week and throughout 2019-20
 Where applicable, pupils will visit STEM related establishment and take part in on-site learning.

Resource Requirement	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
SPCA Resources for P1-3 and P4-7 Buses for visits to STEM partners.	Cover for West Partnership – 4 days	Professional learning/working groups meeting through Curriculum Development Time.

IMPROVEMENT POLICY	EXTEND PLAY INTO P2
<ul style="list-style-type: none"> • Link to NIF Priorities and Drivers • EDC NIF Implementation Plan 	<ul style="list-style-type: none"> • Improvement in ; • To improve child • To extend learni developed in Prir  <ul style="list-style-type: none"> • Improvement in ; • Closing the attain <p>approaches</p> <p>ing</p> <p>t disadvantaged</p>


Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
Reorganise P2 and P3 space for Play 2 Learn. Visit other Play establishments and adapt to suit the specific needs of Holy Family.	Nov 2019	Curr Dev Time	DHT	The environment is well resourced and supports the P1 & P2 flexible approaches to learning.	
Audit resources and purchase list of requirements to sustain play in P1 and extend play into P2 and P3.	Sept 2019		Class Teachers	The learning environment is well resourced.	
P1 & P2 staffs collaborate to develop shared early learning pedagogy.	Dec 2019	Cover if required	Class Teachers		
P1 & P2 staff continue to attend professional learning session and visit other establishments developing a Play2Learn approach	Aug 2019 - June 2019	Cover if required Twilight attendance	Class Teachers	Evaluation through CLPL process.	

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
P1 & P2 staff devise new weekly and termly planning formats, taking account of <ul style="list-style-type: none"> • Early and First level CfE Experiences and Outcomes, and Benchmarks; • observation of children's learning; • consultation with children; • child initiated, adult initiated and adult directed learning; • reflective planning 	Aug 2019 – June 2019	Curr Dev Time	DHT Class Teachers	A new planning format is in place.	
Develop family learning through a revised programme of P1 & P2 workshops	Nov 2019	Curr Dev Time	DHT Class Teachers	A programme of parental engagement is in place and parents' views have been sought.	
P1 & P2 staff devise new weekly and termly planning formats, taking account of <ul style="list-style-type: none"> • Early and First level CfE Experiences and Outcomes, and Benchmarks; • observation of children's learning; • consultation with children; • child initiated, adult initiated and adult directed learning; • reflective planning 	Aug 2019 – June 2019	Curr Dev Time	DHT Class Teachers	A new planning format is in place.	
Pushing Play into P2 at Strathclyde University on 24th September at 4pm. (on waiting list)	Sept 2019	Curr Dev Time	6 x Class teacher		
Quality assurance – peer/SMT visits	Aug 2019 – June 2019		HT DHT	Through observation, almost all learners have high levels of engagement and involvement.	

Leadership and Parental and Learner Engagement Opportunities

*Detail parent and learner involvement in tasks if relevant
Parental workshops in Term 1 of 2019/20 session on Literacy/Numeracy
Staff engagement with CLPL and Twilight learning.*

Resource Requirement	Cluster/Partnership Funding - detailed breakdown PEF funding - detailed breakdown	Professional Learning
Educational games/resources to support Play across the stages. Cover for staff for Professional Learning/Observation	PEF - £2000 across 3 stages	CLPL Peer Pbservation Visits to P2L schools

IMPROVEMENT POLICY	DEVELOPING AS A COMMUNITY OF FAITH AND LEARNING	
<ul style="list-style-type: none"> • Link to NIF Priorities and Drivers • EDC NIF Implementation Plan 	<ul style="list-style-type: none"> • Improvement ii • Achieving Excel • School Improve • School Leaders • Improvement ii 	 <p>health and wellbeing</p> <p>health and wellbeing</p>

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
Review vision, values and aims of our school based on 7 themes of Catholic Social Teaching and Equalities and Inclusion Stage assemblies / focussed class lessons to highlight CST and illustrate how it is intrinsic to the school vision, values and aims.	Sept 2019 March 2020	Curriculum Development Time	DHT/Working Party Pupils Parents	New programmes in place and being used for planning.	
RERC Management Group Meetings	Termly Aug 2019 – June 2020 13/9/19 8/11/19 14/2/20 29/5/20		RERC Management Team	Professional dialogue	
Equality Training session all staff	Inset 4 11/10/19 1-3pm At Turnbull High School	Barbara Coupar Director of SCES SCES Equalities curriculum resources on protected characteristics	RERC Management Team	Staff evaluation of training. Collegiate professional discussions.	

Tasks/Action Required	Timescale	Resource Requirement	Responsibility	Planned Monitoring and Evaluation	Progress to Date
Development of two work streams A. Policy Development B. Curriculum Planning	Sept	RERC Management Team	RERC Management Team	Professional dialogue	
Group A – use SCES guidance to develop Equalities Policy for EDC Catholic schools	Jan- June	RERC Management group reps SCES Policy Guidance	RERC Management Team	Policy created	
Group B – Identify links between Equalities resources, HWB and TIOF. Map progression of resources through a level and guidance on timing at each stage.	Jan - Apr 3 x ½ day sessions	RERC Management group reps One teaching rep per school to be part of working group 3 x ½ day cover per school SCES Equalities resources	RERC Management Team	Professional dialogue Progression map and guidance	
National Writing forum within RERC. Participation in focus group.	September 2019	TBC	Karen Crossan	Professional dialogue Progression map and guidance	

Leadership and Parental and Learner Engagement Opportunities

*Curriculum Work Stream
Awareness raising through newsletters and SCES Parent Information leaflet.*

Resource Requirement	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
<p>SCES Equalities Curriculum Resources</p> <p>TIOF</p> <p>Barbara Coupar- SCES Director</p> <p>3X ½ day cover per school – Equalities</p> <p>Cover for Writing Forum - TBC</p>	<p>Cluster / Partnership Funding – detailed breakdown</p> <p>PEF Funding – detailed breakdown</p> <p>Cover 3 x ½ day per school from school CLPL budget</p>	<p>As detailed within Tasks / Actions</p> <ul style="list-style-type: none"> ✓ Equalities training day ✓ Professional Reading ✓ Professional Dialogue ✓ Curriculum work stream