# 20mmMarkMonoKGlasgow City Council Education Services

# Improvement Planning

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| Establishment | **Holy Cross Primary School**  **316 Calder Street**  **Govanhill**  **G42 7NH** |
| LIG Area | **South** |
| Session | **2016-2017** |

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**Signatures:**

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| **Head of Establishment** | **Mr Kevin Carr** | **Date** | **June 2016** |

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| **Area Education Officer** | **Mrs Anne Marie McGovern** | **Date** | **June 2016** |

| **1a Our Vision, Values and Aims** |
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| **Our vision-** Within the community of Holy Cross Primary we will be engaged in the pursuit of excellent attainment and achievement for all our pupils. At the heart of our shared vision will be the provision of the highest quality of teaching and learning, the promotion of health and wellbeing and the care and welfare of all learners. The four capacities from Curriculum for Excellence underpin this vision. This provision will take place within an inclusive, nurturing, Catholic ethos where positive attitudes to diversity will continue to thrive. The fulfilment of our vision will be facilitated by partnerships with parents, Holy Cross Church, local and wider communities and other agencies.  **Our values** constitute our school’s moral purpose.   * The Charter for Scotland’s Catholic Schools inclusive of the promotion of Gospel values. * Our school motto *Curamus* which encompasses self-respect and respect for each other. * Genuine children’s voice in the life and work of the school whereby their rights are taken into consideration. * High expectations of attainment and achievement. * The highest levels of care and welfare. * The highest quality learning experiences in order that the children achieve their fullest potential. * The promotion of health and wellbeing. * Partnership working.   **Our aims** embrace the school’s vision and values. During session 2016-2017 these will be to   * Raise the attainment in reading. * Raise attainment in numeracy. * Continue to develop the computer science curriculum through STEM. * Respond to school needs during session 2016-2017 through the school’s Responsive Planning Team. * Continue to foster our inclusive Catholic ethos and identity. * Continue to make Holy Cross Primary a place to inspire and be inspired. |

| **1b How our Vision, Values and Aims were developed and how stakeholders were consulted** |
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| The vision, values and aims of Holy Cross Primary have been developed in consultation with the staff, children and parents/carers as represented by our school Parent Council.  **Staff** were fully involved in shaping a challenging and ambitious vision, underpinned by values and aims for the school. A presentation was delivered to raise awareness and deepen understanding of the nature and importance of a school’s vision, values and aims. Emphasis was placed on the strategic position of vision, values and aims as central drivers in the improvement cycle of a school and within the context of *Journey to Excellence*.  **Children** The children have been increasingly involved in formulating the new session’s aims through Learning Conversations, Pupil Voice sessions and a wide variety of Committee meetings. They were fully consulted on the ‘Promoting Positive Behaviour Programme and their feedback informed and reinvigorated the new policy based on our CURAMUS values.  **Parents/Carers** The Parent Council have been consulted on the school’s Vision, values and aims and have been a strong link in partnership working during session 2015-2016. Their essential support and feedback proved insightful, rewarding and offered suggestions for improvement. |

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| 1. **Summary of self evaluation process** |

| **How we carried out our self-evaluation and involved our stakeholders** |
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| During session 2015-2016, Q.I.s 2.2 The Curriculum, 2.4 Personalised Support ,1.1 Self-evaluation for self-improvement and 3.2 Raising attainment and achievement were audited by staff to evaluate and identify improvement priorities for the forthcoming school session. This exercise identified targeted outcomes for learners in session 2016-2017. The school Quality Assurance calendar provided opportunity for systematic and coherent self-evaluation of school practice.  During this session, with the continuation of Professional Update, there was strong evidence of planning for improvement being articulated through the PR&D process.  Feedback from parents was sought at regular intervals throughout the session on a variety of developments and ideas such as Nurturing principles and Curricular Development. The children’s feedback on STEM developments, Positive Behaviour, Growth Mindset and charity work were sought through Pupil Voice committees and Learning Conversations. |

| **High level question** | **Key strengths** | **Areas for improvement** |
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| **How good is our leadership and approach to improvement?** | * Self-evaluation is an integral aspect of our approach to continuous improvement. * All staff and other stakeholders are actively involved in our on-going self-evaluation activities. * Quality Assurance calendar supports improvement in teaching and learning. * Woking collegiately with local cluster schools to compliment moderation and sharing best practice. | * Review distributed leadership to encompass new staff members. |
| **How good is the quality of care and education we offer?** | * The school’s Catholic ethos facilitates a supportive environment for the children. * We have a robust Personalised Support Policy and have engaged this session with GIRFEC and the Wellbeing Plans to ensure all children’s needs are met. * Robust planning ensures clear learning pathways for children. * Through effective assessment procedures ‘invisible learners’ have been identified for personal support. | * Further engagement of staff with Health and Wellbeing Planning. |
| **How good are we at improving outcomes for all our learners?** | * Revised pupil tracking processes to take account of emerging advice from Education Scotland and GCC. * Successes celebrated through assemblies and personalisation and choice offered through the Golden Time programme. * Scottish Schools of Cooperation Award. | * Continued engagement in GIC to improve Literacy and Numeracy outcomes. |

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| 3. | **Priorities for improvement in the current session** |  |  |  |  |  |  |  | **Year** | **2016-2017** |

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| **No.** | **Priority** | **Stage of development** | **Main driver of priority:** | |  | **Alignment to:** | | | |
|  |  | **Exploring, Developing or Embedding** | **Self- Evaluation/VSE** | **Education Scotland report** | | **QI** | **Wellbeing**  **Framework** | **Service**  **Priorities** | **Collaboration and Partnership**  **Working** |
| 1 | Raising attainment in reading. | Exploring | Self-Evaluation |  | | 2.2  2.3  2.4  2.7 | Responsible  Achieving Included |  | Partner Primaries – Annette Street Primary, Cuthbertson Primary and St Bride’s Primary |
| 2 | Raising attainment in numeracy. | Exploring | Self-Evaluation |  | | 2.2  2.3  3.2 | Responsible  Achieving Included |  | Leaders of Learning |
| 3 | Development of the computer science curriculum. | Developing | Self-Evaluation |  | | 2.2  2.3 | Responsible  Achieving Included |  | STEM agencies |
| 4 | Responsive Planning | Developing | Self-Evaluation |  | | 1.5 | Responsible  Achieving Included |  | As arises |

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| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **1** | **2.2**  **2.3**  **2.4**  **2.7** | Raising attainment in reading | Enhanced learning pathways.  Learning and engagement  Quality of teaching  Targeted support  The development and promotion of parental partnerships |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| Roll out of book banding for pupils in P2-3 and P6-7. | P6-7 September 2016  P2-3 October 2016 | All Staff | Books.  Fundraising. Book Sale |
| Devise and create teachers pack to include strategies and skills. | October 2016 | Focus Group | Printing and laminating of pack.  A4 Zip Wallets. |
| Cohesive approach to reciprocal reading approaches. | On-going | All Staff | Printing and laminating of resources.  A4 Zip Wallets. |
| Continue programme of PM Benchmarking and retesting. | On-going | All Staff | Time and staff allocation.  Reprographics |
| Management of libraries – book band existing libraries. | On-going | Identified Staff | Purchase Librex stickers.  Time and staff allocation. |
| Develop use of ICT – Management of kindles and use of comprehension apps. | On-going | Identified Staff | Time and staff allocation. |
| Provide CLPL opportunities on reciprocal reading and Literacy Circles. | January 2017 | Focus Group | Challenge Leader of Learning.  GDSS training.  Visit to other schools. |
| Development of P1-6 phonic programme. | August 2016 | Focus Group | Photocopying costs. |

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| **Evidence of Impact** | |
| Engagement of parents  Increased attainment  Increased uptake of recreational reading | |
| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **2** | **2.2**  **2.3**  **3.2** | Continue to develop numeracy across learning through quality learning and teaching and by incorporating Glasgow’s progressive Pathways to improve standards. | Adoption of Glasgow’s Progressive pathway for numeracy.  Improved attainment as a result of numeracy pathways.  Learners’ accuracy in increasingly complex mental calculations improved. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| Whole staff CLPL on Glasgow Counts. | August 2016  November 2016 | All staff | Identified staff to receive Glasgow Counts training and disseminate to whole staff.  CLPL opportunities  Shared practice |
| To establish and embed Glasgow’s Progressive Skills Pathway and create mental maths packs and activities. | September 2016 | Focus Group  All Staff | Reprographics |
| To audit existing school resources and augment with further resources as required. | September 2016 | Focus Group | Maths resources as appropriate. |
| To review Holy Cross planners as a result of Glasgow’s Pathway and Skills Progression framework. | August 2016- November 2016 | Focus Group |  |
| To re-introduce the weekly Maths Challenge with stage / level visits to promote challenge in Numeracy. | September 2016 | All Staff | Programme of activities  Timetable of visits. |
| Plan and launch a numeracy event to raise pupil and parent awareness with a particular focus on mental maths and real world application | November 2016 | Whole school  Pupils  Parents  Local Community |  |
| Review mental maths programme | May 2017 |  |  |

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| **Evidence of Impact** | |
| Children will perform consistently well and demonstrate improvement in increasingly complex mental agility assessments.  Children will apply their knowledge and understanding of increasingly complex calculations in other aspects of their learning. | |
| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **3** | **2.2**  **2.3** | Computer Science and Technologies | Review of rationale and design.  Development of curriculum.  Enhanced learning and engagement.  Improved Quality of learning and teaching. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| Audit current practice and resources. | September 16 | Focus Group | Reprographics |
| Provide CLPL opportunities to support staff. | September 2016  December 2016  January 2017  June 2017 | Teaching Staff  Support Staff | Staffing – team teaching / moderation trios. |
| Redevelop Technologies planners and assessments to implement on a pilot basis that provide children with improved learning experiences in STEM subjects. | January 17  April 17 | Focus Group | Reprographics |
| Research available grants and fundraise for afterschool experiences for pupils and resources. | On-going | Focus Group Coordinator | Events budgets. |
| Liaise with outside agencies, community partners and parents to augment skills development for learning, life and work including a technologies launch event. | October 16  March 17 | Focus Group | Events budgets. |
| Evaluate Technologies programme. | May 2017 | Focus Group |  |

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| **Evidence of Impact** | |
| Increased pupil engagement and achievement in STEM subjects.  Increased staff confidence in teaching STEM subjects. | |
| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **4** | **1.5** | Responsive Planning | Improved management of resources and learning. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| Classroom Organisation checklist | August - October | Focus Group | Current Checklist. |
| Consistent approach to good practice in teaching and learning. | Aug -June | Focus Group | CLPL opportunities. |
| Creation of orientation and welcome pack for new members of staff. | Aug – Dec | Focus Group | Folders.  Reprographics. |
| Shared area organisation | Jan – April | Focus Group |  |
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| **Evidence of Impact** | |
| * Consistency across the school ensuring updated resources are being used in all classrooms. * Pedagogical approaches are consistent and current. * New Staff are clear about expectations and are able to make the transitions more smoothly. * Staff are able to source resources and information efficiently. | |
| **5. Appendix a** | |

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| **Action Plan Summary for Stakeholders** |

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| **No.** | **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| 1 | Raising attainment in reading | Enhanced learning pathways.  Learning and engagement  Quality of teaching  Targeted support  The development and promotion of parental partnerships | Miss Collins | August 2016- March 2017 |
| 2 | Continue to develop numeracy across learning through quality learning and teaching and by incorporating Glasgow’s progressive Pathways to improve standards. | Adoption of Glasgow’s Progressive pathway for numeracy.  Improved attainment as a result of numeracy pathways.  Learners’ accuracy in increasingly complex mental calculations improved. | Mrs Healy | August 2016- March 2017 |
| 3 | Computer Science and Technologies | Review of rationale and design.  Development of curriculum.  Enhanced learning and engagement.  Improved Quality of learning and teaching. | Miss Collum | August 2016- March 2017 |
| 4 | Responsive Planning | Improved management of resources and learning. | Mrs Gray  Miss MacCormick | August 2016- March 2017 |