

School Improvement Planning

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| **School** | **Holy Cross Primary School** |
| **Learning Community** | **Holyrood** |
| **Link Officer** | **Wendy Cameron** |
| **Head of Service** | **Carolyn Davron** |
| **School Roll** | **542** |
| **Attendance Rate** |  |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  |  |  | | --- | --- | --- | --- | | **PEF allocation 24-25:** | £ 199675 | **SIMD Q**uintile 1 **(% and Number)** | **81%** | | **Carry Forward:** | **0** | **SIMD Q**uintile 5 **(% and Number)** |  | | **Total Allocation 24-25:** | **£199675** | **Other** |  | | **FME (number and %)** | **43% (P6&P7)** | **Total No Pupils** | **542** |   **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* | |
| * To improve attainment in literacy (writing) across the school; * To ensure equity and inclusion for all; | |

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| **Challenge: To improve attainment in writing across the school** | | | | | | |
| **Mission 1: Close the attainment gap in writing in P1 to P7 through improved pedagogy and assessment in writing.** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| CLPL for staff on RTW, FOW and assessment on Inset Day with follow up CAT night. | Improved teacher awareness of writing pedagogy and assessment.  Implementation of RTW in term 1 for P3-P7.  Implementation of Foundations of Writing P1-P2 | Improved professional judgement of writing assessment at tracking period 1 and 2.  Moderation of writing to demonstrate consistency and accuracy of assessment. | J Collins  M D’Arcy  C Gray | 11.10.24  31/1/25 |  |  |
| CLPL for staff on the ‘Reading into Writing’ approach and ‘Genre’ approach to support the teaching of writing. | Improved teacher awareness of the ‘I do, We do, You do’ strategies.  Improved teacher awareness of the grammar focus and features of text types as outlined by the approach. | Implementation of Foundations for Writing in P1-P2.  Implementation of refreshed pedagogy in all P3-P7 classes as evidenced in Classroom Support Visits. | J Collins  C Gray  M D’Arcy | 15.10.24 |  |  |
| Refresh resources for writing using the Genre approach. | Refreshed writing assessment policy.  Refreshed code of correction.  A comprehensive bank of resources available to staff. | Improved teacher judgement and pupil attainment in writing;  Robust assessment evidence in a number of writing genres | J Collins  C Gray  M D’Arcy | 22.09. 24  29.03.25  31.05.25 |  |  |
| Develop assessment criteria for P1-P2 in Foundations for writing | Develop assessment in line with Early and First level 1 benchmarks.  Implementation of consistent writing assessment across P1-7 | Improved teacher judgement and pupil attainment in writing in P1&P2;  Agreement in moderation of writing across the stages. | J Collins  C Gray  M D’Arcy | 30.9.24 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*   * *QI 2.3 How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning in writing?* * *QI 2.2 Do we have a shared understanding of what progression looks like in writing?* * *QI 3.2 How well is assessment evidence used to inform teacher judgements?* | | | | | | |

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| **Challenge: To ensure equity and inclusion for all** | | | | | | |
| **Mission 1: To develop a Language Communication Friendly Environment with formal accreditation.** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Embed and highlight consistent emotions check ins across the school. | All classes create and use emotions check ins with consistent images incorporated into their class check in.  Communication lanyards to be shared with all staff. | Increased pupil awareness of the use of consistent colours, symbols and signage around the school as evidenced in learning conversations, daily check ins and pastoral discussions.  Parent attendance at, and feedback from, parent workshops on environmental changes. | N Collum  J Baillie | 13.2.25 |  |  |
| Further development of Staff on the use of symbols as an effective and consistent communication tool across the school. | Staff to have greater understanding of how to use Widgit to create signage and lessons.    Staff to have greater understanding of how they can extend their use of symbol language across the curriculum. | Consistent symbol supported language to be evident across all school signage.  Increased use of symbols in curricular lessons to support identified learners. | N Collum  J Baillie | 1.09.24 |  |  |
| CLPL and parent workshops to focus on TALK strategies and Communication for All in partnership with SALT. | Staff to develop consistent approach to communication, both verbal and non-verbal.  Parents to develop awareness of communication strategies used in school to ensure consistent approaches between home and school.  Refreshed policy reflecting changes made across the year in preparation for LCFE Award. | Implementation of TALK strategies in all classes as evidenced in Classroom Support Visits.  Parent attendance at, and feedback from, parent workshops on Communication for All.  Recognition of LCFE approaches through accreditation of the LCFE Award. | N Collum  J Baillie | 15.04.25  31.5.25 |  |  |
| **Challenge: To ensure equity and inclusion for all** | | | | | | |
| **Mission 2: To refresh schools approaches to promoting positive behaviour and respect underpinned by UNCRC** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Respect me Award- Refresher CLPL | All staff attend updated training on Respect Me Award.  Adults recognise rights respecting language that shapes a positive learning environment. | Whole school recognition of Respect Me anti Bullying approaches.  Reduced number of perceived or real incidents of bullying.  Refreshed Anti Bullying policy reflecting changes made across the year in preparation for RRSA. | K McCusker  (Respect Me/UNCRC) | 02.10.24  31.05.25 |  |  |
| Progression of Rights Respecting Schools award programme application. | Pupil led steering group created.  Completion of questionnaires by parents, staff and pupils.  Bronze Award Action plan created, informed by self-evaluation of all stakeholders.  Gathering of progress and analysis of data for Bronze award. | Progress of achievement of targets outlined in action plan.  Variety of vocabulary related to children’s rights evident in jotters/observations/learning conversations, pastoral discussions and assemblies.  Children and the school community know about the UNCRC and can describe how this impacts on their lives and on others around the world. | P MacCormick  (RRS) | 1.10.24  31.05.24 |  |  |
| Add statement to school policies/website, which demonstrate the school’s commitment to being a UNICEF Rights Respecting School and makes links to relevant UNCRC articles. | Signage of Children’s Rights evident throughout the school.  Statement within the school website  Children are familiar with articles of the UNCRC and can talk about the rights that they enjoy  Ongoing gathering of data in preparation for the Silver award. | Children identify as global citizens.  UNCRC relevant articles highlighted in the environment.  Accreditation of the Bronze award.  Application completed for the Silver award. | K McCusker  (Respect Me/UNCRC) | 1.10.24  1.3.25  31.5.25 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*   * QI 3.1 Have we successfully established an inclusive and language communication friendly learning environment? How do we know? * QI 3.1 How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? * QI 2.1 How effectively are incidents related to bullying and equalities acted upon to prevent future occurrences? * QI 3.1How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child? * QI 3.1 How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? | | | | | | |