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| Establishment |  | **Holy Cross Primary School** |
| Head of Establishment |  | Claire Gray |
| Area/Local Improvement Group |  | South LIG 2 |
| Head of Service |  | Donnie MacLeod |
| Area Education Officer/  Quality Improvement Officer |  | Louise Hamilton Ahara |

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| **1. Our Vision, Values and Aims** |
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| **Our Vision**  Within the community of Holy Cross Primary we are engaged in the pursuit of excellence in attainment and achievement for all our pupils. At the heart of our shared vision is the provision of the highest quality 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 Parish, local and wider communities and other agencies.  **Our Values**  Our Values constitute our school’s moral purpose.   * Our school motto *Curamus – We Care* encompasses self-respect and respect for each other. * The promotion of Health and Wellbeing and the highest levels of care and welfare. * The Charter for Catholic Schools in Scotland’s inclusive promotion of Gospel values. * Children’s voice in the life and work of the school whereby their rights are taken into consideration to facilitate change. * High expectations of attainment and achievement. * The highest quality learning experiences in order that the children achieve their full potential. * To engage in partnership working to support the needs of the whole child.   **Our Aims**  We aim:   * to raise attainment in literacy through improving learners’ vocabulary in English; * to raise attainment in numeracy through improved pedagogy and planning; * to improve teaching and learning by whole school engagement in data-based enquiry and intervention developed through evidenced based research; * to improve Health and Wellbeing for all children through the awareness and self-regulation of emotions; * to improve future job outcomes for pupils by raising digital literacy and skills for learning, life and work; * to engage with parents as the primary educators of children to support Family Learning. |

| **2. Summary of our self-evaluation process.** |
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| 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. The quality assurance calendar supports improvement in teaching and learning and we work collegiately with local cluster schools to complement moderation and share best practice. The school’s Catholic ethos facilitates an inclusive, caring environment for the children. We have robust additional support needs procedures, with GIRFEC at the centre, to ensure all children’s needs are met, both academically and pastorally. Effective planning ensures clear learning pathways for children. Through effective assessment and tracking procedures, next steps have been identified for personalised support. Pupils are encouraged to take increasing responsibility for their learning and are leading developments in Digital Learning, Physical Education and supporting diversity though the Young Interpreters Programme.  In session 2020-21 improvements were realised across areas of Literacy and Numeracy with improvements in attainment in Talking and Listening in P1 and P4, Writing in P4 and Numeracy in P7. Through **Glasgow Improvement Challenge (GIC)** targeted and universal supports, improvements were implemented, with all staff and children engaging in renewed methodologies to improve Teaching and Learning in Numeracy.  All staff were involved in self-evaluation of Learning and Teaching through the **Supporting Equity: Improving Pedagogy (SI:PE) programme** which resulted in refined approaches to formative assessment, improved pedagogy across the school and updated quality assurance procedures.  We implemented a **Recovery, Resilience and Re-connection** programme over session 2020-21 to re-engage children and families with the life of the school. Engaging with in-school supports and partner agencies, we provided targeted and universal supports in order to encourage a return to learning and mitigate any *learning loss* (Unicef, 2020) for children. Digital devices were purchased and issued to families along with wifi access to ensure increased access to online learning. Technical supports were available to overcome barriers to accessing our three main learning platforms. Health and Wellbeing (HWB) remained a key focus in the recovery phase and children and families were offered personalised supports to meet their recovery needs.  Through the **Developing Young Workforce (DYW)** initiative the senior school pupils engaging in My World of Work programme to broaden horizons for future jobs. Staff participated in team teaching approaches, partnerships were strengthened with outside agencies and all staff completed DYW training including sharing of the Career Education Standard. This resulted in an increased awareness of DYW using a skills focus and embedding DYW in the Holy Cross Curriculum.  Successes and achievements are celebrated through differentiated assemblies. The school achieved a series of awards in Outdoor Learning and the Sport Scotland Gold Award. Children also experience success and achievement through the John Muir Award, participation in Operation Play Outdoors and achievement in winning the Euro Quiz Glasgow Event and participation in several other competitions and events.  **Developing In Faith** is integral to the self-evaluation procedures in a Catholic school and allows developments to be evaluated through a faith lens. The process compliments and enhances planning for improvement by highlighting the distinctive faith characteristics of our school. The **Theme and Characteristics** highlight a whole school focus for faith development through School Improvement Planning. |
| **Strengths identified:**  **3.1 Ensuring Wellbeing, Equity and Inclusion –**robust procedures for identification of additional support needs and implementation of personalised support, ensures all learners maximise their successes and achievements. The school’s approaches underpin children and young people’s ability to achieve success. We are sector leading in our approaches to inclusion and celebrating diversity.  **1.3 Leadership of Change –** Leadership across the school continues to be strength with several teaching staff members undertaking professional developments leading to accreditation in Middle Leadership. All staff are committed to leadership of change and are actively involved in self-evaluation processes. All staff lead on areas of School Improvement and areas of Distributed Leadership. Pupils maintain a high level of leadership across their school engaging in the Buddying Initiative, Young Interpreters Programme and leadership of Sports and Digital Learning across the school.  **2.5 Family Learning –** An established calendar for Family Learning encourages parents to be involved in their child’s learning. Programmes are established to up-skill parents to support children at home, engage parents in updated pedagogy and educational strategies and provide families with the tools to encourage learning at home. Over 2020/21 the calendar had to be responsive to accommodate remote learning and support. Work will be undertaken in 2021/22 to restart this programme of face to face support and engagement with families. |
| **Priorities for development:**  **1: Improving Our Classrooms Whole School Model (IOCWSM)**  **2: Glasgow Improvement Challenge: Glasgow Counts – Raising Attainment in Numeracy and Mathematics (Year 3)**  **3: Raising Attainment in Literacy – Closing the Vocabulary Deficit**  **4: Maintenance Agenda: Health and Wellbeing Curriculum** |

| **3. Additional Monies Spend Summary of Consultation Processes (please see appendix 2)** |
| --- |
| **Rationale for Spend:** Pupils and parents were surveyed on their priorities for spending Pupil Equity Funding. School staff were represented by the Devolved School Management (DSM) group though the Distributed Leadership Programme.  **Digital Learning -** Both pupils and parents identified digital learning and supports as a key area for focus and improvement. An increasing number of parents and children have engaged with digital learning and both groups have expressed an interest in extending these skills.  **Family Learning –** Pupils, Parents and Staff identified Family Learning as a key area in raising attainment across all areas of the curriculum.  **Increased Staffing –** In order to meet the commitment of support to children increased staffing of both teaching staff and support staff was highlighted as a key area for spending.  **Equalities –** Staff highlighted the need for increased resources to support the equalities curriculum including culturally responsive texts and activities to engage learners in diverse literacy models, expansion of DYW programme to continue to support equality in the future job market and widen horizons and raise expectations in learners.  **Outdoor Learning Opportunities –** Staff, Parents and Children highlighted the values of engaging in Outdoor Learning and emphasised this as an area for investment both in the environment of the school and in supports to ensure children readily and regularly access Outdoor Learning. All P4 – P7 children will complete the John Muir Trust Discovery Award.  **Literacy, Numeracy and HWB –** Parents highlighted when surveyed that HWB should remain the key driver in the Holy Cross Curriculum. Pupil Equity funding will be allocated to support developments in this area with the implementation of the Emotionworx Programme. Raised attainment in Numeracy will be addressed through the GIC:Glasgow Counts Programme with staff and resources provided to support improvements. Improvements in Literacy will be targeted though the introduction of the Word Aware Programme to support improvements in learners’ vocabulary and close the Literacy deficit. |
| **Measures/Evidence for Impact (data, observation, views):**  **1: Raised attainment will be evidenced in ACEL data as well as in class-based assessments and Language Acquisition Levels. Closure of the vocabulary deficit will be evidence in the BPVS assessment. Raised attainment in numeracy will be evidenced in the MALT assessments.**  **2: Increases in digital learning will be measure through the engagement of online learning (homework) and the skills development in digital literacy in both children and parents.**  **3: GMWP assessment through the Wellbeing and Motivation Programme will be used to measure improvements in HWB, engagement in Outdoor Learning and improvement in Equalities.** |

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| **4. Action Planning** |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **1** | **Improving Our Classrooms Whole School Model (IOCWSM)** | **2.3**  **3.2** | **T2**  **C1** | **1, 2,4** | **1** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Lead Staff Identified (DHT, PT, PT)  QA calendars devised to incorporate 30 hours from WTA and 20 hours CLPL. | June 2021 | Quality Assurance calendars agreed.  WTA reflective of commitment. |
| QA calendar to include IOC tracking meetings led by the class teacher prior to October break.   * Teacher audit * Pupil audit   Termly classroom observations to be completed by SLT.  Formulation of Trios to complete tasks. | August 2021 | Class narratives highlighted from QA activities.  HGIOS Challenge questions and information from tracking and observations inform whole school curricular focus.  Data used to inform decisions for 2 whole school features of areas  of highly effective practice for school improvement. |
| All staff to attend Whole School Introductory Professional Learning Sessions.   * The Refreshed Curriculum Narrative * Data informed Self-evaluation at Classroom Level and Evaluative Writing * What is Highly Effective Practice? | Inset  August 2021 | Staff feedback on CLPL session  Staff knowledge and awareness raised on key themes of Webinars |
| Focus Group to identify calendar for further Webinar events. | August 2021 | Staff agreement on dates for events |
| Lead staff to attend training session 2 | 19th August 2021 | Increased awareness of the full IOC programme. |
| Highly Effective Practice Webinars –   * Learning Intentions and Success Criteria * Effective Questioning, Active Learning and Reviewing and Connecting the Learning * Feedback, Dialogue and Learning Conversations * Differentiation and Effective Pace of Learning * Metacognition | September to December 2021 | Staff agree on 1st webinar to be carried out prior to October break.  All staff complete webinar 2-5 by December 2021. |
| Implementation of intervention to raise attainment for focus group.  Peer observations in Trios to take place. | January-March 2022 | Data informed self-evaluation to identify impact of intervention on each class.  SLT observations/Learner conversations |
| Further webinars- Optional staff modules offered to staff.   * Assessment and Moderation * The creative classroom * Family Learning | January-May 2022 | Staff participation and feedback on sessions.  SLT Journal/Staff Journals  Improved self-evaluation  Raised attainment in area of highly effective practice. |
| Term 4  Triangulation of evidence to support exit assessments   * Repeat teacher audit * Repeat pupil audit * Repeat assessment for identified curricular area | January-May 2022 | Reflect on teacher knowledge and skills in identified feature of highly effective practice  Observations and learning conversations |
| Conclusions and summary of IOC  Reflection activity to conclude IOC using Fact, Story, Action approach to evaluate and to plan for next steps in learning for targeted pupils. | April-May 2022 | Data informed self-evaluation  SLT observations  Learner conversations |

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| **Staff leading on this priority – including partners** | | | **Resources and staff development** | | | | | |
| K Ronnie  P MacCormick  C Docherty  Whole school | | | IOCWSM Programme of development  Training materials.  Monthly training for SLT | | | | | |
| **No** | **Priority** | | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **2** | **Glasgow Improvement Challenge – Glasgow Counts**  **Improve attainment in Numeracy and Mathematics.** | | **2.5 3.2**  **2.2 2.3** | **T2**  **C1** | **1** | **2** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Review and augment existing resources to ensure minimal sharing of resources to continue with Glasgow Counts approach. | June 2021 | All children accessing resources in the school.  Inventory of resources/Purchase of new resources. |
| CLOL to identify target groups of children for support meeting the GIC and school criteria. Plan and implement evidence based interventions. | August 2021- March 2022 | Raised attainment and closure of attainment gap for identified children. |
| CLOL to continue to work with wider staff group to provide support and advice on universal offer. | August 2021- March 2022 | Raised attainment, increased staff confidence in Glasgow Counts approach. Pupil experiences evaluation highlight CPA methodology. |
| Create and deliver a programme of CLPL in line with Glasgow Counts and with an emphasis on digital learning. | August 2021 | CLPL plan for Glasgow Counts and other maths and numeracy aspects.  Attendance at CLPL webinars. Online engagement. |
| Continue Family Learning opportunities, including whole school maths week and increased engagement on digital platforms. | Beginning August 2021  On-going | Attendance at online events/Feedback forms evidence increased parental understanding of maths curriculum and engagement in children’s learning/Increased digital engagement. |
| Implementation of planning/progression pathways/assessment framework. | August 2021 | Consistent and progressive planning framework/staff voice/pupil experience evaluations and classroom support visits. |
| Continued focus on the development of teaching approaches for problem solving. | January 2022 | Raised attainment across all curricular areas. |
| Review SIP actions. | March – May 2022 | Qualitative data to show impact.  HGIOP |

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| **Staff leading on this priority – including partners** | | **Resources and staff development** | | | | |
| N Collum  C Scally  M D’Arcy | | Maths and Numeracy resources  Problem solving resources  Sumdog subscription/CLPL costs  Education City subscription | | | | |
| **No** | **Priority** | | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **3** | **Raising Attainment in Literacy – Closing the Vocabulary Deficit** | | **3.2**  **2.3**  **2.5** | T2  C1 | **1, 4** | **1** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Focus Group identified. Resources identified for forward plans.  Pre and post survey established for parents, children and staff. | June 2021 |  |
| Word Aware Training for all staff.  PT to facilitate and measure impact. | Aug Inset Day 2 | Staff identify improved understanding of programme and aims for improvement across the school.  Staff identify areas of improvement and implementation within own class. |
| Resources available to all classes and baseline assessment established. Homework activities linked to the WA approach. | August 2021 | Baseline assessment (BPVS) assessments carried out in all classes.  Data collated and issued to staff to inform planning. Monitoring activities evidencing the use of the programme in classrooms; Learning conversations/jottor monitoring  within QA calendar. |
| PT Family Learning and FLW to develop programme of support for families in relation to homework and strategies for developing vocabulary. | September 2021 | Raised engagement and attainment for children.  Feedback from parents following Family Learning Sessions  Feedback from children on programme and homework tasks. |
| Termly CLPL events for staff in order to deepen understanding and practice in developing WA to developing vocabulary and expand teacher skill in Talking and Listening strategies. | October 2021  January 2022  April 2022 | Feedback from CLPL events  Feedback from staff on improved |
| Augment fiction and non-fiction books across the school linked to developing topic-based vocabulary | August – December  2021 | Increased vocabulary age evidence in January Big Writing assessment.  Learning conversations with children |
| PT team to support ongoing intervention through departmental meetings and facilitating professional conversation and moderation of interventions. | Ongoing/  termly | Rolling agenda item at departmental and management meetings to discuss qualitative data to evidence improvements in vocabulary |
| Mid-point Assessment evidence used to determine impact using qualitative and quantitative data. Evaluation of programme to date and adjustments made as necessary. | January 2022 | Writing assessments.  PM Benchmark Assessments  Ongoing and periodic assessment  Monitoring of Pupils’ Learning Experiences |
| Evaluation of programme to determine further areas for improvement.Potential next steps identified for areas of Talking and Listening to be developed, maintained and evaluated for raised attainment. | April/May 2022 | Engagement and feedback from parents and children on strategies employed within homework/home learning activities.  Improved attainment in Literacy for all learners.  Improved family engagement  Improved scores on BPVS/SWST/PM Benchmark/Writing Assessments |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| C Gray  J Collins  L Marletta | Word Aware teacher Books purchased for all stages.  Ongoing support from PT and peers.  Cluster training from authors. |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **4** | **Maintenance Agenda: Health and Wellbeing Curriculum** | **3.1**  **2.5** | **T2**  **C1** | **1-6** | **1** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Pilot Emotion works programme in P5 with implementation across the school formally in August 2021. | April-June 2021 | Review available data.to inform future CLPL and implementation in all classes. |
| Emotion works training for all staff.  Resources provided to all classrooms. Playground cogs displayed in playground | May 2021 | All staff complete training.  All staff accessing website and materials. |
| Develop New Health Planners for all levels. | June 2021  August 2021 | Improved planning format available to all staff in August.  Ongoing access to training/CLPL via Emotion works.  Planners to include links to resources to achieve outcomes across all key areas including Emotion works and skills for learning, life and work. |
| Nurture principles revised to incorporate more child friendly language. | August 2021 | Child speak Nurture principles available in all classrooms. |
| Emotion works display in shared areas and in each classroom.  Outdoor displays to be used to support conflict resolution in the playground. | September 2021 | Class displays with a mixture of children’s work and learning materials such as cogs. |
| Positive relationships policy revised with the inclusion of consistent Health and Wellbeing protocols across the school. | August-October 2021 | Class bubble boxes/daily check ins/nurture boxes to include sensory resources/brain breaks and individual adaptations.  Trauma informed approaches implemented.  Team around the child approach with identified individuals. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| P McCormack  K Ronnie  C Docherty | Emotion works materials including website access for all staff.  Inset day training  Ongoing CLPL calendar |

**Quality Indicators**

**2.2 Curriculum**

**2.3 Learning, Teaching and Assessment**

**2.5 Family Learning**

**2.7 Partnerships**

**3.2 Raising Attainment and Achievement**

**3.3 Increasing Creativity and Employability**

**Aims**

* **to raise attainment in literacy through improving learners vocabulary in English;**
* **to raise attainment in numeracy through improved pedagogy and planning;**
* **to improve teaching and learning by whole school engagement in data based enquiry and intervention developed through evidenced based research;**
* **to improve Health and Wellbeing for all children through the awareness and self-regulation of emotions;**
* to improve future job outcomes for pupils by raising digital literacy and skills for learning, life and work;

**Holy Cross Primary School**

**Summary of School Improvement Plan 2021- 2022**

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**Priority 3**

**Literacy**

*Using the Word Aware programme staff and children will engage in a whole school programme to improve children’s vocabulary; resulting in improvements in all areas of literacy.*

*Family Learning opportunities will support parents in supporting children at home.*

**Priority 1**

**Improving Our Classrooms**

*All staff will participate in a whole school professional learning programme to improve teaching and learning with improved outcomes for all learners.*

*Teachers will implement research-based methods of teaching to improve the literacy and numeracy of all children.*

**Priority 4**

**Health and Wellbeing**

*To refresh approached to teaching Health and wellbeing through developing consistent planning and assessment formats.*

*To develop the resilience and improve the mental health of all pupils using the Emotion Works programme for emotional literacy within a nurturing environment.*

**Priority 2**

**Glasgow Counts – Numeracy**

*Using revised teaching methods, new planning formats and updated resources, all staff will implement consistent approaches to teaching Numeracy and Mathematics.*

*Family Learning opportunities will support parents in supporting children at home.*

Appendix 2

PEF Budget Planning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | CLPL £ | Staff £ | Resources £ | Agencies £ |
| **Priority 1 – IOCWSM** | | | | |
| Professional Library |  |  | 2000 |  |
| Reprographics |  |  | 2000 |  |
| Classes based resources |  |  | 5000 |  |
| CLPL | 0 |  |  |  |
| **Total for Intervention** | **£9000** | | | |
| **Priority 2 – Glasgow Counts** | | | | |
| Maths and Numeracy resources |  |  | 3000 |  |
| Education City subscription |  |  | 1000 |  |
| Sumdog |  |  | 2000 |  |
| MALT |  |  | 2000 |  |
| CLPL | 1000 |  |  |  |
| Maths challenge inc. reward |  |  | 500 | 500 |
| **Total for Intervention** | **£10000** | | | |
| **Priority 3 – Vocabulary** | | | | |
| Word Aware Training | 3000 |  |  |  |
| Fiction and non-fiction books (Reading spine) |  |  | 5000 |  |
| BPVS |  |  | 1000 |  |
| Word Aware books and resources |  |  | 2000 |  |
| Reprographics |  |  | 2000 |  |
| **Total for Intervention** | **£13000** | | | |
| **Priority 4 – (Maintenance) HWB Curriculum** | | | | |
| Emotion works additional resources |  |  | 2000 |  |
| Further staff CLPL | 500 |  |  |  |
| Display, reprographics and class based resources |  |  | 5000 |  |
| Total for Intervention | (to be taken from Recovery funding)(£7500) | | | |
| **Additional Costs** |  |  |  |  |
| Place2Be (April 2018 – March 2019) |  |  |  | 35000 |
| Reprographics and resources |  |  | 2072 |  |
| Staffing |  | (see below)64046 |  |  |
| Operation Play Outdoors (COP26 focus) |  |  |  | 30000 |
| John Muir Award (COP26 focus) |  |  |  | 5000 |
| Outdoor Learning Environment/Sustainability (COP26 focus) |  |  | 10000 |  |
| Digital developments | 1000 |  | 18000 |  |
| Family Support Worker (Govanhill Community Development Trust) |  | 15000 |  |  |
| DYW |  | 2000 |  |  |
| **Total Additional costs** | **£182118** | | | |
|  |  |  |  |  |
| **Sub Total** |  |  |  | **£214118** |
| **10% contingency** |  |  |  | 24000 |
|  |  |  |  |  |
| **Total** |  |  |  | **238118** |
| **Total PEF** |  |  |  | 238118 |

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| **Recovery Planning Funding (£55533)** | £ |
| Teacher (0.6FTE) (August 2021 to March 2022) | 22033 |
| Enhanced Educational Experiences | 14000 |
| HWB Programme and Emotion Worx | 7500 |
| Family Learning and Engagement | 12000 |
| **Total** | **55584** |

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| **Breakdown of PEF staffing costs (August 2021 to March 2022)** | £ |
| 3 x sflw | 58807 |
| PT1 increment (0.6 FTE) | 3239 |
| Additional management points (0.6FTE to 1.0FTE) | 2000 |
| Total | 64046 |