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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 |  | Carolyn Davren |

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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, where commitment to Children’s rights drives improvement and 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 assessment, planning and pedagogy; * to support pupil engagement and learning in a language communication friendly environment; * to engage with parents as the primary educators of children to support Family Learning. * To strive to ensure that Holy Cross Primary remains a place to inspire and be inspired. * To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. |

| **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 and an Enhanced Learning and Teaching visit was conducted this year to further inform our self-evaluation practices. The quality assurance calendar supports improvements 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 procedures to address additional support needs, 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 the Enhanced Learning and Teaching visit, it was found that robust tracking approaches inform planning, and data is used to support ***internal alternative pathways*** for targeted interventions. Pupils are encouraged to take increasing responsibility for their learning and are leading developments in Digital Learning, Play and supporting diversity though the Young Interpreters Programme.  **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.  In session 2021-22 improvements were realised across areas of Literacy and Numeracy with improvements in attainment in Talking and Listening and Writing in P1 and P7, Reading across P1, P4 and P7 and Numeracy in P1. All staff were involved in **Raising Attainment in Literacy (Vocabulary)** through the introduction of the Word Aware Programme with targeted intervention groups established in Primary 4 and Primary 6. Improvement was achieved across both groups with an average gain in vocabulary age of 13.1 months across the Primary 6 group and an average gain across the Primary 4 group of 21.5 months. Self-evaluation identified that a wider targeted intervention is required across the school and this will be implemented in the coming year. Upon reflection, it became clear that further improvements in children’s vocabulary can be improved by enhancing the learning environment and improving universal communication support. 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. Staff feedback highlighted assessment in numeracy and mathematics as an area for development.  All staff were involved in evidenced based practitioner inquiry through the **Improving Our Classrooms Whole School Model (IOCWSM)** which resulted in improved learning and teaching, improved pedagogy across the school and updated quality assurance procedures. All classes saw an increase in the employment of Features of Highly Effective Practice as outlined in HGIOS 4. Staff engaged in a fact/story /action analysis of their class data to plan next steps in learning, classroom organisation, resourcing and supports. Through |
| **Strengths identified:**  **1.3 Leadership of Change –** The Headteacher and Senior Leadership Team promote an ethos of distributed leadership across the school. Thiscontinues to be a strength with pupils maintaining a high level of leadership across their school; engaging in the Buddying Initiative, Young Interpreters Programme; leadership of Sports and Digital Learning among other initiatives. All staff are committed to leadership of change and are actively involved in self-evaluation and quality assurance processes. All staff lead on areas of School Improvement and Distributed Leadership. Several teachers undertook professional developments leading to accreditation in Middle Leadership and high number of staff undertook Masters Level practitioner enquiry. Commitment to CLPL is evident and all staff share a vision for improvement with a clear understanding of the social, economic and cultural context of the school community; this is used to inform improvement and drive change.  **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.  **2.5 Family Learning –** An established calendar for Family Learning encourages parents to be involved in their child’s learning. Programmes are designed 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. The appointment of a PEF Funded Acting PT and a Family Support Worker has helped increase the access of our families to learning opportunities with targeted support for those unable to access technology and through the wider development of translated content for our digital platforms. |
| **Priorities for development:**  **1: Planning for Assessment**  **2: Raising Attainment in Literacy – Closing the Vocabulary Deficit through metacognitive approaches**  **3: Inclusive Practice- Language Communication Friendly Establishment**  **4: Maintenance Agenda: Raising Attainment in Numeracy and Mathematics** |

| **3. Additional Monies Spend Summary of Consultation Processes (please see appendix 2)** |
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| **Rationale for Spend:** Pupils, parents and staff were questioned on their priorities for Pupil Equity Funding. School staff were represented by the Devolved School Management (DSM) group though the Distributed Leadership Programme, pupils were asked through learning conversations and parents were given online questionnaires. The main themes emerging from stakeholder feedback is the need to provide experiences for children to afford increased access to the curriculum; with 82% of children living within SIMD 1& 2 experiences outwith school were very narrow and limited the extent to which children could apply knowledge and skill. Furthermore, it was evidenced that additional support from adults was highly valued by pupils, parents and staff. In light of this feedback, the following priorities have been highlighted for spend:   * **Wider experience**s - Regular trips and experiences beyond the classroom; * **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. * **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; * **Digital Learning -** Both pupils and parents identified digital learning and related 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; * **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, widen horizons and raise expectations in learners; * **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 continuity of Place to Be as a partner agency. 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 continuation of the Word Aware Programme to support improvements in learners’ vocabulary and close the Literacy deficit. |
| **Measures/Evidence for Impact (data, observation, views):**  1: Classroom Observations, Assessment and Achievement Profiles, Learning Conversations and Assessment Tracking Data will evidence a more coherent approach to assessment strategies and how information gathered is used to inform next steps in learning and teaching;  2: 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 evidenced in the BPVS assessment. Raised attainment in numeracy will be evidenced in the MALT assessments.  3: The improved learning environment through the application of Language Communication Friendly approaches will result in improved experiences for children evidenced in classroom support visits, children’s feedback and agency feedback. Recognised accreditation in this area will provide a clear measure of improvement. |

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| **4. Action Planning** |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **1** | **Planning for Assessment**  ***To develop a consistent model for assessment across the school, supporting the planning of learning & teaching.*** | **2.3**  **3.2** | **T2**  **C1, C2** | **1**  **3** | **1** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| CLPL on assessment approaches to ensure a shared understanding of the 4 key strategies for assessment. | August 2022  September 2022 | Increased practitioner knowledge and application of assessment approaches.  Increased practitioner confidence in planning for the four types of assessment. (Staff survey) |
| CLPL on the diagnostic use of assessment data to identify pupil strengths and development needs. Opportunities for analysis of assessment data to inform next steps and service provision. | September 2022 –  ongoing | Increased practitioner confidence in the identification of strengths and development needs.  Increased use of diagnostic data to identify targeted interventions.  Staff planning is responsive to assessment evidence. (Recorded through tracking conversations) |
| Create pro-forma to support holistic assessment, providing opportunities for breadth, challenge and application | October  2022 | Increased practitioner confidence to create learning experiences, providing breadth, challenge and application for learners.  Staff feedback |
| Audit current assessment framework, to ensure a consistent and balanced approach to assessment across the school. | November 2022 | Assessments will provide relevant information to practitioners, in order to support learning and teaching.  Staff feedback |
| Review planning documents to ensure planning for assessment is clearly identified when planning for learning and teaching. | January 2023 | Staff feedback  Increased levels of planning for assessment, as evidenced in block planning. |
| Teacher’s evaluations of planning, and assessment recording procedures will be reviewed in order to reduce bureaucracy and ensure the collation of qualitative and quantitate data. | January 2023 | Procedures for recording of assessment will be integrated into the self-evaluation process in order that both can be used effectively to plan next steps in learning and teaching. |
| Review assessment policy, to ensure a shared and consistent approach to assessment across the school. | March  2023 | Increased consistency in practitioner knowledge and understanding of assessment approaches. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| C Gray  J Collins  Whole School | Reprographics |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **2** | **Raising Attainment in Literacy – Closing the Vocabulary Deficit through metacognitive approaches** | **2.3, 3.2**  **2.5** | **T2**  **C1, C2** | **1**  **4** | **2** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| CLPL will be made available to all teachers to assist with ongoing implementation of word aware strategies as part of the literacy curriculum. PT will provide staff input in the form of PowerPoints to include top ten games within the WA programme. Further sessions on metacognition will be available within the CLPL calendar. | September ongoing | Increased practitioner knowledge and application of Word Aware strategies within teaching and learning.  Increased teacher confidence in the use of Metacognitive approaches evidenced within planning, classroom support visits and learner conversations. |
| Targeted children identified for small group work using available assessment data.  Reassessed with BPVS to compare data. | October  ongoing | Raised engagement and attainment for children.  Improvements noted in Big Writing assessments, class discussions and topic work. Compare data from BPVS. |
| PT team to support ongoing intervention through departmental meetings and facilitating professional conversation and moderation of interventions. | September  ongoing | Rolling agenda item at departmental and management meetings to discuss qualitative data to evidence improvements in vocabulary. |
| PT Family Learning to develop programme of support for families in the form of parent workshops for P1-P7 in relation to homework and strategies for developing vocabulary. | September-October | Raised engagement and attainment for children.  Feedback from parents following Family workshops.  Feedback from children on programme and homework tasks.  Homework activities will also be linked to the WA approach. |
| Vocabulary lists will be developed for all stages to include specific words from common words/BPVS and topic words for each year group. | January 2023 | Word lists available for all stages used within planning.  Children will evidence their progress in vocabulary acquisition within BPVS reassessments, Big Writing, jotter work, class discussions and learning conversations. |
| Augment fiction and non-fiction books across the school linked to developing topic-based vocabulary as well as additional age appropriate reference books. | January 2023 | Reference libraries available in all classes with topic books. Increased vocabulary age evidence in Big Writing assessments, social studies and follow up BPVS in March 2023.  Learning conversations with children. |
| Review Literacy Policy in order to ensure Word Aware and support of vocabulary development is embedded in the literacy curriculum. | March 2023 | Updated policy reviewed and shared with all staff. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| K McCusker  P MacCormick  M D’Arcy  L Marletta | Non-Fiction books  Reference books  Dictionaries  BPVS  Metacognition-retrieval practice strategies and the Solo Taxonomy. |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **3** | **Inclusive Practice- Language Communication Friendly Establishment** | **2.4, 3.1**  **3.2** | T2  C1, C2 | **1,2, 4,5** | **3** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| LCFE Introductory CLPL delivered by Educational Psychology and Speech and Language Therapy to all staff. | Aug 2022/Oct 2022 | Increased practitioner knowledge of the LCFE process and the importance of embedding LCFE approaches within our specific context. |
| Audit of current practice in line with LCFE policy.  Support visit by EP and SALT to further evidence evaluation and establish next steps. | Inservice Day August 2022 | Feedback will provide relevant information to outline needs of the school and areas for targeting within improvement plan  Staff feedback |
| Audit of all aspects of the school environment (furniture/space/noise/etc) and evaluations from stakeholders. | October 2022 | Staff, pupil and partner feedback  Questionnaires and feedback will inform plan |
| Develop community links beyond the school to increase engagement and vocabulary by widening experiences for learners e.g experiences beyond the school to enhance vocabulary learning. | December 2022 | Increased access to community spaces and resources  Post trip curricular tasks evidence learning and new vocabulary |
| Develop family learning opportunities to support communication and develop vocabulary. | January 2023 | Raised engagement and attainment for children.  Feedback from parents following family workshops.  Feedback from children on programme and homework tasks. |
| Develop resources to support consistent communication and accessibility across the school. | March 2023 | School spaces redesigned to create greater efficacy of space.  Reduced referrals of incident of dysregulation or emotional distress. |
| Arrange CLPL on Communication for All. | February 2023  April 2023 | Increased practitioner knowledge and application of supportive communication practices within classroom and playground  Decreased behaviour referrals |
| Develop a policy supporting LCFE that outlines consistent approaches/resources, including digital resources, for enhanced and supportive communication across the school.  Eg classroom environment checklist | May 2023 | Children using resources to aid communication more independently.  Children able to discuss and use board maker symbols  Reduced referrals of incident of dysregulation or emotional distress.  Policy |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| N Collum  J Baillie  C Docherty  K Fisher- EP  A Paterson SALT | Furniture/Storage  Display Materials  Class Based resources  Reprographics  Playground signage  Board Maker License |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **4** | **Maintenance Agenda: Raising Attainment in Numeracy and Maths** | **2.3 3.2** | **T2**  **C1, C2** | **1** | **4** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| CLOL to continue to work with wider staff group to provide support and advice on universal offer. | September 22 - ongoing | Raised attainment, increased staff confidence in Glasgow Counts approach.  *Pupil’s Learning Experiences* evaluations and *Classroom Support Visits* highlight CPA methodology. |
| Link with Family learning co-ordinator re. Maths Mastery for Parents workshop. | September 22 | Increased parental engagement.  Increased parent confidence in supporting their child with Glasgow Counts methodology.  Parent and pupil feedback |
| Launch a whole school approach to Problem-Solving. | October 22 | Staff will be more familiar with and have greater confidence using the nine approaches to problem-solving in learning and teaching.  *Pupil’s Learning Experiences* evaluations and *Classroom Support Visits* will evidence children using problem solving approaches.  Consistent approach to the teaching of problem-solving skills across the stages.  Staff feedback. |
| Liaise with Assessment SIP group to establish pro-forma for an assessment framework. | November 22 | Consistent and progressive planning framework which is in line with Glasgow Counts trackers.  Staff feedback. |
| Review planning documents to ensure planning for assessment is clearly identified when planning for learning and teaching. | January 23 | Increased levels of planning for assessment as evidenced in block planning. Staff Feedback. |
| Implementation of planning/progression pathways/assessment framework. | March 23 | Increased consistency in practitioner knowledge and understanding of assessment approaches.  Consistent and progressive planning framework which is in line with Glasgow Counts trackers.  Staff feedback.  *Pupil’s Learning Experiences* evaluations.  Classroom support visits. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| C.Scally  J.Smith  B.Lamb | Maths and Numeracy resources  Problem Solving resources  Sumdog subscription/CLPL costs  Education City subscription |

**Quality Indicators**

**2.2 Curriculum**

**2.3 Learning, Teaching and Assessment**

**2.4 Personalised Support**

**2.5 Family Learning**

**3.1 Ensuring Wellbeing, Equality and Inclusion**

**3.2 Raising Attainment and Achievement**

**Aims**

* **to raise attainment in literacy through improving learners vocabulary in English;**
* **to review and improve approaches to assessment;**
* **to improve communication across the school, increasing engagement for all;**
* **to raise attainment in numeracy by improving assessment framework and improving problem solving skills.**

**Holy Cross Primary School**

**Summary of School Improvement Plan 2022- 2023**

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**Priority 1**

**Planning for Assessment**

To refresh approaches to assessment used across the school and review assessment framework in line with an updated whole school model.

Staff will undertake CLPL on the 4 methods of assessment and review planning to ensure that all 4 are used to inform professional decision making.

**Priority 4**

**Numeracy and Maths**

A full review of the maths assessment framework will bring the planning and recording of maths assessment in line with whole school assessment approaches. Refreshed approaches to problem solving will be introduced with a focus on developing strategies to support solving worded problems.

**Priority 2**

**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 3**

**LCFE**

Staff will undertake a whole school programme, Language Communication Friendly Establishment to review and improve the school environment in order meet the language and communication needs of all.

Family Learning opportunities will support parents in more fully understanding the LCFE approaches.

Appendix 2

PEF Budget Planning

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|  | CLPL £ | Staff £ | Resources £ | Agencies £ |
| **Priority 1 – Assessment** | | | | |
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| Reprographics |  |  | 1000 |  |
| CLPL |  | 250 |  |  |
| **Total for Intervention** | **£1250** | | | |
| **Priority 2 – Vocabulary and Metacognition** | | | | |
|  |  |  |  |  |
| Fiction and non-fiction books/Culturally Responsive Libraries |  |  | 5000 |  |
| BPVS |  |  | 1000 |  |
| Word Aware books and resources |  |  |  |  |
| Reprographics |  |  | 500 |  |
| CLPL |  |  | 1000 |  |
| **Total for Intervention** | **£7500** | | | |
| **Priority 3 – LCFE** | | | | |
| Classroom Resources and Furniture |  |  | 3000 |  |
| Playground Displays |  |  | 200 |  |
| Reprographics |  |  | 2000 |  |
| **Total for Intervention** | **£5200** | | | |
| **Priority 4 – (Maintenance) Maths** | | | | |
| Maths and Numeracy resources |  |  | 1000 |  |
| Education City subscription |  |  | prepaid |  |
| Sumdog |  |  | prepaid |  |
| MALT |  |  | 1000 |  |
| CLPL | 0 |  |  |  |
| Maths challenge inc. reward |  |  | 500 | 500 |
| Total for Intervention | **£3000** | | | |
| **Additional Costs** |  |  |  |  |
| Place2Be (April 2022 – March 2023) |  |  |  | 35000 |
| Staffing |  |  |  | 100758 |
| Operation Play Outdoors |  |  |  | 20000 |
| Digital developments |  |  |  | 1000 |
| Family Support Worker (Govanhill Community Development Trust) |  |  |  | 17000 |
| Social Subjects Resources |  |  |  | 2000 |
| Science Resources |  |  |  | 1000 |
| Family Learning (full year workshop programme) |  |  |  | 1000 |
| Enhanced Educational Experiences |  |  |  | 14000 |
| **Total Additional costs** | **191758** | | | |
| **SIP Priorities** |  |  |  | **16950** |
| **Sub Total** |  |  |  | **2099708** |
| **10% contingency** |  |  |  |  |
| **Total PEF** |  |  |  | **199675** |
| **Total** |  |  |  | 9033 |
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| **Breakdown of PEF staffing costs (August 2021 to March 2022)** | £ |
| 3 x 27.5 hours + 7.5 hours | 34150 |
| PT1 increment (0.6 FTE) | 2057 |
| Teacher 1.7 FTE | 64551 |
| Total | 100758 |