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# Session: 2018 - 2019

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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. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. 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 Parish, local and wider communities and other agencies.  **Our Values**  Our Valuesconstitute our school’s moral purpose.   * Our school motto *Curamus* which encompasses self-respect and respect for each other. * The Charter for Scotland’s Catholic Schools inclusive of the 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. * The highest levels of care and welfare. * High expectations of attainment and achievement. * The highest quality learning experiences in order that the children achieve their fullest potential. * The promotion of health and wellbeing. * Partnership working.   **Our Aims**  We aim:   * To ensure that every child achieves the highest standards in literacy and numeracy through high quality learning and teaching. * To ensure that every child is supported in every aspect of their development and wellbeing through robust Pastoral Care and a Nurturing environment. * To extend children’s wellbeing through promoting an understanding of Sustainability, engagement in Outdoor pursuits and Physical Education * Continue to develop the digital literacy curriculum through integration of digital technologies into the life of the school. * To continually develop play as a meaningful learning tool and engage parents in their children’s learning. * To ensure that every child has a range of skills to allow them to succeed. * Continue to make Holy Cross Primary a place to inspire and be inspired. |

| **2. Summary of our self-evaluation process.** |
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| **Strengths identified:**  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.  We have robust additional support needs procedures and work with GIRFEC 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. Improvements were realised in Numeracy and Mathematics as well as across areas of Literacy. Pupils are encouraged to take increasing responsibility for their learning and are leading developments in digital learning. Pedagogy was renewed to facilitate play based learning and engagement with families.  Successes are celebrated through differentiated assemblies and personalisation and choice offered through the Master Class programme. The School achieved a series of awards in Outdoor Learning culminating in a Gold Award from the Woodland Trust. The school’s Catholic ethos facilitates a supportive environment for the children.  A wide variety of learning experiences are offered to children throughout the year. Pupils in primaries 3-7 attend Big Noise after school clubs. Dance, gymnastics, athletics, badminton and netball clubs were also provided to enhance Health and Wellbeing. Parent Partnership homework clubs were well attended form P1 to P7 as well as after school clubs to extend pupils digital learning and development of English language. |
| **Priorities for development:**  **1: Glasgow Improvement Challenge – Talking and Listening**  **2: Health and Wellbeing – Sustainability and Outdoor Learning**  **3: Teaching and Learning – Supporting Improvement: Promoting Equity**  **4: Digital Literacy**  **5. Responsive Planning** |

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| **3. Action Planning** |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **1** | **Glasgow Improvement Challenge**  Glasgow Improvement Challenge –Improve attainment in Talking and Listening and conduct a whole school review of the Literacy Curriculum | **3.2**  **2.3** | **Theme 5**  **Ch. A** | **1**  **4** | **1** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff to complete survey of current practices.  Whole school audit of resources. | September 2018 | Data gathered on current practice will provide baseline for planned CLPL opportunities for staff throughout the year. Initial audit of teachers’ confidence in teaching literacy followed by a post-intervention teacher survey. |
| Pupils to complete survey of attitudes to talking and listening. | September 2018 | Data gathered will provide a baseline to identify areas for development followed by a post-intervention study. |
| CLOL and all staff to engage in CLPL training in all aspects of literacy, including the Talk 4 Writing programme. | CLOL training sessions  CLPL sessions termly | CLOL and staff will demonstrate an increase in confidence and clear progression of skills and strategies in the teaching of talking and listening.  High quality learning experiences for all pupils.  Raised attainment in literacy  Comparison of literacy attainment pre and post intervention. |
| CLPL opportunities arranged termly in order to cascade information to all staff. | Termly | Feedback and evaluations of CLPL events  Attendance  Classroom observations/moderation/classroom support visits |
| CLOL and identified staff to continue to work with identified groups of children, following on-going strategic plan for GIC. | Throughout the year. | Data gathered through baseline formative and summative assessment.  Children will demonstrate an increase in confidence and display raised attainment in all aspects of literacy. |
| Team teaching opportunities arranged for all stages to support and model good practice. | November 2018 | Pupil engagement and enjoyment in writing.  Increased levels of pupil attainment evidenced in writing assessments. |
| Devise and implement a programme of talking and listening from Primary 1- 7. | January 2019 | Staff will demonstrate increased confidence in the teaching and assessment of talking and listening. |
| Streamlining and review of literacy curriculum to ensure it meets the needs of children and to support high quality teaching of literacy across all stages. | March 2019 | Learning conversations with pupils will show increased motivation in literacy. Staff will have increased confidence in teaching literacy. |
| Parent Workshops arranged in all areas of literacy | October 2018  January 2019  April 2019 | Parents will be involved in supporting children’s education through attendance at workshops. Parental confidence in supporting their children’s homework will increase. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Quality Assurance overview: J Collins  B Brandsma, C Driver, S Doherty, S Feeney, C Rooney, A Smith, J Smith  Govanhill Cluster Schools | CLPL opportunities throughout year.  Talk 4 Writing  Moderation with colleagues |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **2** | Health and Wellbeing | **3.1** | **Theme 5**  **Ch. A** | **1**  **4** | **2** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Carry out an audit of current practice to establish areas of good practice within the school and draught an action plan for sustainability. | Aug/Sep 2018 | Questionnaire to teaching staff  Questionnaire to pupils  Measure awareness at the start of the session to compare again measure at the end of the intervention |
| Preparing action to achieve The Gold Acorn Award through Learning for Sustainability. | On-going  Completed by June 2019 | Creation of action plan with agreement of all stakeholders  Allocation of tasks for the coming session  School commitment to Sustainability Agreement |
| Create a ‘Sustainability Task Force’ to develop a ‘travelling road show’ of sustainability across the school. | September 2018 | Pupils will gather feedback from classes after sessions  Pupils will track and measure changes across the school  Learning conversations |
| Review the current outdoor learning planner and combine with a new sustainability planner that can be linked across the curriculum. | December 2018 | Views of pupils and staff  Classroom practice/Classroom observations  Teacher self-evaluation  Feedback from soft roll out |
| Sustainability principals using UN Global Goals to be displayed in every classroom on pupil notice board. | October 2018 | Children’s awareness of Global Goals and their meaning within the children’s daily lives  Class of the Month Targets |
| Whole school competition to design a Holy Cross Sustainability Flag. | December 2018 | Awareness raised of Sustainability  Awareness of knowledge of sustainability  School identity of a common goal  Integration into school Curamus Charter |
| CLPL on new curriculum Sustainability planner. | January 2019 | Evaluations of CLPL events  Classroom practice and observations  Pupil and staff awareness  Teacher planning |
| Organise a community celebration to recognise school achievements in Sustainability. | April 2019 | Plans for Sustainability Day  Evaluations of event  Feedback from pupils, parent and staff |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Patricia MacCormick ADHT  Jane Leyden  Ella Van Looke  Lyndsey Brown  Siobhan Lynch  Nicole Gilogely | Flag  Reprographics and resources (mindful of sustainability)  Apparel Xchange  Key speakers |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **3** | Supporting Improvement: Pedagogy and Equity | **2.3** | **Theme 5**  **Ch. A** | **6**  **1** | **3** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Establish a working party of teachers (TLC) and SfLW to lead Tapestry:SIPE across the school. | June 2018 | Staff development  Staff feedback  PRD/PDP process |
| Establish Tapestry Teams across whole school and establish within Working Time Agreement a schedule of staff CLPL events and workshops. | September 2018 | Staff feedback/views  WTA  Staff involvement, participation and motivation |
| Establish dates in school calendar for Tapestry Team meetings. | September 2018 | Calendar dates established and agreed with staff  Staff attendance and engagement in programme |
| TLC staff to attend a series of workshop as outlined and planned by Tapestry. | September 2018 – April 2019 | Evaluations of programme/workshops  Attendance  CLPL/PRD impact  Classroom observations |
| Using staff feedback from Tapestry Team workshops and class implementation, develop whole school policy and practice statements to reflect effective learning and teaching based on themes of Tapestry programme. | On going  Complete June 2019 | Classroom observations  Quality assurance calendar  Development of curriculum and resources to support AifL |
| Ensure practice statements are reflected in all Quality Assurance documents and resources used in the school. | On-going  Completed June 2019 | Quality assurance practice and procedure  Aifl strategies  Planning/Curriculum  Classroom Observations |
| Identify resource needs across the school in order to support effective learning and teaching as outlined in whole school practice statements. | On-going  April 2019 | Staff self-evaluation  Learning conversations  Moderation activities including trios programme |
| Whole school staff review and evaluation of programme.  Establish priorities for programme in session 2019 - 2020 | June 2019 | Teacher and pupil evaluations  Quality assurance programme |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Mrs Gray HT  Mrs McBride APT  Miss Anderson  Ms D’Arcy  Miss Ely  Miss Gallacher  Miss O’Neill  Ms Shankaran | Attendance at course  Reprographics and resource |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **4** | Digital Learning | **1.3**  **2.2**  **2.3** | **Theme 5**  **Ch. A** | **1** | **4** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Development of Digital Strategy for Holy Cross Primary in line with Connected Learning Programme. | August - September | Deployment of Ipad to teaching staff  Classroom observations feedback  Teacher CLPL/PRD  Teacher self-evaluation  Stakeholder feedback |
| Audit teacher skill in digital learning to identify areas of CLPL and put in place programme of CLPL events to support staff development and meeting the needs of the learners. | August - May | Feedback from Getting to Know My Ipad  Staff questionnaire and added value after CLPL  Classroom Observation feedback  Pupil Voice  Quality Assurance procedures |
| Continue to embed pupil leadership in digital learning through Digital Explorers programme | September | Club register to evidence attendance  Pupil voice  School Blog and social media  Learning conversation |
| Engage families in digital learning in order to support all areas curriculum. | September – December | School Blog/Social media  Parental engagement at digital events  Increased attainment  Parent/pupil feedback |
| Develop and present a series of pupil and parent inputs to raise awareness of online safety. | November - March | Attendance  Feedback  Questionnaires  Pupil voice to reflect evidence of responsible use |
| Review and develop digital learning curriculum within Holy Cross including teachers planning and assessment tools. | January - March | Classroom practice  Classroom observations and quality assurance  Staff and pupil feedback  Planning  Assessment and next steps |
| Self-evaluate and reflect upon strategy to ensure all needs in the school are being met. Identify next steps in preparation for the Connected Learning Pupil Ipad deployment | April – May 2019 | Clear next steps identified and shared with school community  Parent feedback  Pupil Voice |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Miss Collum DHT  Miss Brannan  Miss Gordon  Miss Greene  Miss Lochhead  Miss McKinlay  Mr McCrea | Ipads  Wifi  Infrastructure  Lock and Charge  CLPL costs  WTA  CLPL providers  CGI  Apple Teacher accreditation |

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| **No** | **Priority** | **HGIOS**  **Quality Indicator** | **Developing In Faith** | **Nurture Principles** | **PEF**  **Intervention** |
| **5** | **Responsive Planning**  Glasgow Improvement Challenge – Talking and Listening and whole school review of the Literacy Curriculum | **1.2**  **2.2**  **2.5** | **Theme 5**  **Ch. A** | **1**  **6** | **2** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Implementation of Physical Education 'Connections' programme throughout the school to be used to facilitate teacher planning. | September/ October 2018 | Teacher’s confidence in providing high quality experiences in Physical Education will increase through use of planning resources. |
| Child Sports Leaders to be selected and trained to lead Sports development throughout the school. | September 2018 | Increase in confidence and leadership skills of children involved in programme. Increase in enjoyment and participation of children throughout the school in sporting activities lead and facilitated by children. |
| Increased opportunities for children to be physically active during the school day. | October 2018 | Children will receive 2 hours of quality Physical Education as well as taking part of the 'Daily Mile'. Children will have the opportunity to take part in morning, lunchtime and afterschool active clubs. Playground play resource boxes will be used by children during breaks. |
| Apply for School Sport Award – Going for Gold | September 2018- on-going | Register your school on the School Sport Award website.  Complete an initial self-assessment using the online assessment tool.  Use the first completed self-assessment as the initial benchmark  Complete a development plan. |
| Child Development Officer employed to work collaboratively with Primary 1 and 2 departments to develop learning in literacy and numeracy through play opportunities and facilitate parent partnerships. | September 2018 | Teacher confidence in providing play experiences in Primary 1 and 2 will increase. Increased participation and improved attainment of children in Primary 1 and 2. |
| Organise ' Holy Cross Day of Play'. | September 2018 | Staff and children's feedback to be used to inform next steps for play interventions throughout the school. |
| Play resource boxes to be organised for each class to enhance play opportunities for all children at every stage. | October 2018 | Increased opportunities for all children to engage in meaningful play experiences. |
| Audit of current play practices and resources used outdoors. | October 2018 | Completed audit and questionnaires of outdoor play equipment to inform resourcing. |
| Questionnaire to be created and sent to pupils, staff and parents on current outdoor play practices to inform resourcing of required outdoor play equipment. | October 2018 | Feedback form questionnaire  Pupil leadership  Engagement of children in play activities and use of resources |
| To embed the framework for Learner Participation in Educational Settings.   * equal opportunities for inclusive, voluntary participation * respect for children and young people’s rights and differences * transparency and accountability in decision making * intergenerational power sharing   relevance of content, purpose and outcome | September 2018-ongoing | Improved pupil-teacher, child-staff, and peer-to-peer relations.  Improved wellbeing and teaching and learning.  Improved guidance and supporting a better school ethos and greater sense of a shared community . A reciprocal sense of feeling valued, trusted and respected. Development of life skills such as teamwork, problem-solving, and citizenship.  Improved engagement, empowerment, and commitment to education. Improved achievement and attainment and an addressing of the ‘attainment gap’ between learners from more and less deprived backgrounds |
| Implementation of Emotions Check In, for Self Registration, across the whole school. | September/ October 2018 | Whole School Approach and children will have greater understanding of their own and others emotions. Simple and effective way for teachers to assess the wellbeing of children within their care. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Quality Assurance overview: C. Docherty/ J. Baillie  O. Corby, F. Crossan, P. Devlin, C. Kirkwood, L. Marletta, L. McNaught, L. Wilkinson  Active Schools Co-ordinator | CLPL opportunities throughout year  Connections Physical Education Programme |

Appendix 1

PEF Budget Planning

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|  | CLPL £ | Staff £ | Resources £ | Pecos £ |
| **Priority 1 – GIC Development of Talking and Listening/review of Literacy programme** | | | | |
| Talk 4 writing Non-fiction |  |  | 535 |  |
| Talk 4 writing Fiction and display materials |  |  | 783 |  |
| Homework wallets |  |  | 100 |  |
| Listening resources |  |  | 7000 |  |
| PM Benchmark Kit 1 |  |  | 225 |  |
| PM Benchmark Kit 2 |  |  | 225 |  |
| Books (August) |  |  | 700 |  |
| Books (September – March) |  |  | 1000 |  |
| CPLP | 500 |  |  |  |
| Literacy resources (EAL Specific) |  |  | 2000 |  |
| Reprographics |  |  | 500 |  |
| Total for Intervention | 13568 | | | |
| **Priority 2 – Health and Wellbeing** | | | | |
| Flag |  |  | 500 |  |
| Key Speaker/Consultant |  | 1000 |  |  |
| Reprographics and postage |  |  | 600 |  |
| Outdoor Learning Resource (in addition to £1000 grant) |  |  | 5000 |  |
| Playground Curamus Agreements |  |  | 5000 |  |
| Sustainability Day |  |  | 2000 |  |
| Total for Intervention | 14100 | | | |
| **Priority 3 – Supporting Improvement: Pedagogy and Equity** | | | | |
| 7 x TLC (Teacher) | 5243 |  |  |  |
| 11 x sflw | 8239 |  |  |  |
| Professional reading per teacher |  | 1000 |  |  |
| Total for Intervention | 14482 | | | |
| **Priority 4 – Digital Learning** | | | | |
| Spheros |  |  | 2000 |  |
| Drones |  |  | 2000 |  |
| VR Headsets |  |  | 10000 |  |
| Audio equipment |  |  | 2000 |  |
| CLPL/Staff development |  | 1000 |  |  |
| Green Screen and technology |  |  | 1000 |  |
| Cost to move existing devices to managed service and relevant apps |  |  | 1350 |  |
|  |  |  |  |  |
| Total for Intervention | 19350 | | | |
| **Priority 5 - Responsive Planning** | | | | |
| Parent Partnership homework classes |  | 10260 |  |  |
| PE programme |  |  | 1000 |  |
| PE resources |  |  | 2000 |  |
| Reprographics | 1000 |  |  |  |
| Storage |  |  | 1000 |  |
| Play resources P3 |  |  | 1000 |  |
| Play resources P2 |  |  | 2000 |  |
| Jeely Piece |  |  | 4000 |  |
| Day of Play |  |  | 1000 |  |
| Total for Intervention | 23260 | | | |
| **Additional costs** |  |  |  |  |
| Place2Be (April 2018 – March 2019) |  |  | 32885 |  |
| Reprographics and resources |  | 1000 |  |  |
| Staffing |  |  | 55976 |  |
| Reprographics (April – June) |  |  | 2000 |  |
| Nurturing school – calm space resources |  |  | 1000 |  |
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|  |  |  |  |  |
| Total for Intervention | 92861 | | | |
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| **Total** |  |  |  | 177621 |
| **10% contingency** |  |  |  | 22400 |
|  |  |  |  |  |
|  |  |  | Allocated to date | 200021 |
|  |  |  | **Total** | **224000.00** |