

School Improvement Planning

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| **School** | **Holy Cross Primary School** |
| **Learning Community** | **Holyrood** |
| **Link Officer** | **Carolyn Davren** |
| **Head of Service** | **Donnie MacLeod** |
| **School Roll** | **544** |
| **Attendance Rate** | **89.42%** |
| **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 23-24:** | £ 199650 | **SIMD Q**uintile 1 **(% and Number)** | **92%** | | **Carry Forward:** | **0** | **SIMD Q**uintile 5 **(% and Number)** |  | | **Total Allocation 23-24:** | **£199650** | **Other** |  | | **FME (number and %)** | **42** | **Total No Pupils** |  |   **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 and numeracy across the school; * To ensure equity and inclusion for all; * To improve assessment and targeted intervention of children’s Health and Wellbeing | |

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| **Challenge: To improve attainment in literacy and numeracy 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 ‘Six Lessons for High Impact’ programme | Improved teacher awareness of writing pedagogy.  Implementation of writing programme in term 1. | Improved professional judgement of writing at tracking period 1. | CLOL Literacy  J Collins  C Gray | 2.10.23 |  |  |
| CLPL for staff on “Explicitly Teaching Writing” | Improved teacher awareness of the ‘to, with and by’ strategies outlined by “Explicitly Teaching Writing.”  Improved teacher awareness of the grammar focus and features of text types as outlined by the approach. | Implementation of refreshed pedagogy in all classes as evidenced in Classroom Support Visits | CLOL Literacy  J Collins  C Gray | 2.02.24 |  |  |
| Review assessment in writing | Evaluation of current writing assessment procedures.  Updated assessment piloted across P7.  Implementation of consistent writing assessment across P1-7 | Improved teacher judgement and pupil attainment in writing;  Agreement in moderation of writing;  Robust assessment evidence in a number of writing genres | CLOL Literacy  J Collins  C Gray | 22.09.23  29.03.24  31.05.24 |  |  |
| **Mission 2: Embed consistent approach to problem solving across the school** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Refresh learner knowledge of problem-solving strategies with monthly strategy focus. | All children to be able to name and describe problem solving strategies appropriate to their age and stage. | Variety of strategies evident in jotters/observations/learning conversations. | CLOL  L Marletta | Monthly from  16.08.23-31.05.23 |  |  |
| Create a spotlight on the maths vocabulary to improve learner confidence and knowledge of worded problems. | Consistent approach to teaching worded problems.  Majority of children to be able to select appropriate strategies to solve worded problems. | QA evidence as above  Improved assessment data across four approaches  Improved learner confidence | CLOL  Operation Play/C Docherty  L Marletta | 2.10.23  08.01.24  15.04.24 |  |  |
| Plan and deliver family learning opportunities focussed on worded and multi-step problems. | Increased engagement in home learning tasks.  Learners to apply numeracy and maths skills to other curricular areas. | Parent attendance at, and feedback from family learning opportunities.  Increased engagement on See-Saw tasks | CLOL  L Marletta | 31.05.24 |  |  |
| 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?* * *QI 2.3 How well are learners enabled to select and make use of high-quality resources including application of strategies in numeracy and maths?* | | | | | | |

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| **Challenge: To ensure equity and inclusion for all** | | | | | | |
| **Mission 1: To develop a Language Communication Friendly Environment** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Embed and highlight consistent signage and wall coverings across the school. | All stakeholders to be aware of the clear and consistent symbols and colours used across the school to reduce processing load.  Create consistent emotional check ins and communication lanyards to be shared with all staff. | Increased pupil awareness of the use of consistent colours and signage around the school as evidenced in learning conversations.  Parent attendance at, and feedback from, parent workshops on environmental changes. | N Collum  J Baillie | 1.09.23 |  |  |
| Staff CLPL 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.  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 | 1.09.23  2.02.24 |  |  |
| 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 | 15.04.24 |  |  |
| **Mission 2: To refresh schools approaches to promoting positive behaviour and respect** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Respect me- CLPL | All staff to attend series of training on Respect Me  Reduced number of incidences of real or perceived bullying. | Whole school recognition of Respect Me anti Bullying approaches.  Reduced number of perceived or real incidents of bullying | P MacCormick | 02.02.24  31.05.24 |  |  |
| Rights Respecting Schools programme | Action plan created, informed by self-evaluation of all stakeholders.  Children to develop vocabulary associated with children’s rights and begin to identify as Global Citizens. | Progress of achievement of targets outlined in plan.  Variety of vocabulary related to children’s rights evident in jotters/observations/learning conversations. | P MacCormick | 1.09.23  31.05.24 |  |  |
| 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? | | | | | | |

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| **Challenge: To improve assessment and targeted intervention of children’s Health and Wellbeing** | | | | | | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| CLPL for staff on GMWP | GMWP to be implemented across the school  GMWP to be included in assessment framework of Holy Cross to ensure consistency of delivery.  . | Increased staff confidence in delivering GMWP.  Increased consistency of data collection. | K McCusker  S Lynch | T2 |  |  |
| Using GWMP results and other triangulated evidence where relevant, schools to implement measures to address trends. | Trends to be identified across school and within classes.  Interventions for universal and targeted supports to be planned and evaluated at agreed intervals. | Increased staff awareness of the issues impacting upon the positive health and wellbeing of learners.  Improved health and wellbeing as evidenced in the evaluations of targeted and universal interventions. | K McCusker  S Lynch | T2 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*   * QI 3.1 How well do all staff understand their role and responsibility in supporting learners’ health and wellbeing? * QI 3.1 How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? * QI 3.1 How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? * QI 3.1 How well do we know the steps we have taken have improved outcomes for children in health and wellbeing? | | | | | | |