Standards and Quality Report 2017-2018
Improvement Plan 2018-2019

School: Holy Family RC School

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Context of the school:

Holy Family Roman Catholic Primary is situated in the Summerhill area of Aberdeen, serving a wide catchment area covering northwest Aberdeen and an adjoining part of Aberdeenshire to the west.   Holy Family is part of the Northfield Associated Secondary Group (ASG).

The catchment area consists of both local authority houses, several of which are privately owned and residential housing. Therefore, we have families from SIMD 3 to 20 with 64% of our pupils within our average deciles 3 and 4. In addition the percentage of Free School Meal entitlement last year was 2.8% with only 4 pupils in P4 to 7 entitled to free school meals.
The school was allocated £10,400 Pupil Equity Funding for session 2017-2018 from the Scottish Government and a robust plan has been developed to support the closing of the poverty related attainment gap.

Holy Family Nursery opened in August 2016. It is a separate demountable building and was built on site to accommodate a 40 place nursery. During 2017-2018 the nursery ran a morning class only due to small numbers, but the roll has increased over the session.

In 2017-2018 the school roll varied throughout the year at approximately 143 pupils. Six classes were formed; 3 composite and 3 mainstream.

During session 2017-2018 the school's leadership team consisted of an Acting Head Teacher and an Acting Principal Teacher.   The HT post has been advertised and the post has yet to be filled.

In 2017-2018 the school operated with its full staffing complement. Pupil Support Assistants supervise the pupils at playtime and lunchtimes. Art, PE and Music specialists engage with our learners over the course of the week.

Support staffing assist the school in administration, janitorial, cleaning and catering activities. We continue to share our janitor with our neighbouring school; Fernielea.

Holy Family is supported by a range of multi-agency workers to ensure the needs of pupils and families are met. We have strong links with our local community and work closely with our local secondary school, our ASG secondary school, ASN school and other 6 associated primary schools in our group.

Attendance at parent meetings and events has increased with feedback regarding Holy Family and all we are doing is very supportive. We have a small group of parents and grandparents who come into school regularly to help in a range of different ways e.g. help with school trips and special events in school, help to support children with activities in classes and helped reorganise the school library.
Our PTA actively arranged many different activities over the session which included a family BBQ during Health Week and our annual Christmas Fair.

Our parish priest, Father George, visits our school on a weekly basis. He works in classes and provides support to both children and teachers in the school especially during our sacramental preparation of the children.

We also have a partnership with St Margaret's School and every Tuesday morning we have the use of their sports field. Children take a sense of pride in their school and most pupils are keen, motivated learners; a fact which is often commented upon by visitors to our school.

The school was last inspected by HMIE in December 2013 and the report is available by visiting: https://www.education.gov.scot

The most recent Care Inspectorate report was published in September 2017 and the report is available by visiting: http://www.careinspectorate.com/index.php/type-of-care

School vision statement:

School Vision:

At Holy Family we have created an ethos that every child has the right to learn and receive the highest standard of education in a safe, nurturing environment. Every achievement is celebrated both in class and at weekly/ end of session assemblies and events.
Children are taking more ownership and have more of an input in making decisions in school. Our Pupil Council members meet regularly and relay information back to classes.

School values and aims:

School Values:

➢ Holy Family RC School, in partnership with home and parish, provides an environment, which promotes the spiritual, moral, physical and intellectual development of its pupils. A welcoming and encouraging atmosphere pervades the school. Pupils are held in high regard heightening their dignity, worth and individuality.

➢ The search for continual improvement requires that we strive to attain and maintain the highest standards of teaching and learning through delivery of a balanced and well-managed curriculum.

➢ The school endeavours to achieve these values within the context of a Christian community, which reflects the Church's teaching of patience and forgiveness.

Holy Family School aims to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

The school will aspire to do this through the following:

➢ Create a secure, happy, attractive and well-organised environment conducive to effective learning for all pupils, regardless of ability, enabling all children to gain maximum achievement.

➢ Develop the children's knowledge, skills and attitude in all areas of the curriculum in order to encourage lively and enquiring minds.

➢ Encourage respect for spiritual and moral values and tolerance of the views and beliefs of others.

- ➢ Provide the children with the skills and understanding necessary to take their place in society as responsible, caring adults.

- ➢ Promote continuous staff development through the school.

- ➢ Develop a partnership between school, parents and community.

The school's Aims and Vision Statement were reviewed during session 2012 – 2013

The school's Aims and Vision Statement will be reviewed during session 2018 – 2019

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: To Engage in the process of developing our curriculum design and rationale [Year 1 of 3]

NIF Priority	NIF Driver
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:

- Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have begun to have an increased understanding of the totality of the curriculum.
- Collegiate activities indicate that the majority of staff have been supported in developing an improved understanding of the key components of curriculum design and rationale
- Monitoring of classroom practice shows the majority of learners are beginning to engage in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning.
- Professional dialogue and monitoring of planning confirms that a minority of staff plan collegiately to support improvements in planning in literacy, numeracy and health and wellbeing
- Planning and classroom monitoring confirm whole school IDL contexts based on curriculum progressions are not currently being used across the school. All staff are familiar with Es and Os and are used for planning. Benchmarks for assessment are at the early stages of being implemented in all classes.
- Almost all staff were engaged in informing the updated uniqueness of Holy Family RC Primary School.
- Improved staff engagement with progression frameworks is evident as these are being implemented across Literacy, Numeracy and H&W

Next Steps

- Create and implement a curriculum rationale across nursery and primary classes.
- Consult all stakeholders on Holy Family annually on the school's curriculum rationale to ensure relevance and uniqueness is up to date.
- All staff to engage in progression frameworks to support planning, assessment and moderation in all curricular areas and links with the World of Work.

2017-2018 Improvement Priority 2: To further develop effective practice in planning, learning, assessment and moderation

NIF Priority	NIF Driver
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:

- Classroom monitoring evidences increased teacher confidence in the use of AiFL strategies to improve learning and teaching
- Pupil dialogue indicates a minority of learners can talk about the next steps they need to take to progress their learning in literacy and numeracy
- Professional dialogue and self-evaluation indicate a slight increase in teacher confidence in professional judgement in CfE levels, particularly in literacy and numeracy
- Planning (including professional dialogue and feedback) and classroom monitoring evidence showed a few members of staff confirmed increased confidence in the use of Es and Os in planning and benchmarks for assessment
- Professional dialogue and self-evaluation indicate the work of the 'Leaders of Learning' group has increased staff confidence particularly in early level literacy

Next Steps:
- Develop approaches to assessment more closely informed by the curriculum benchmarks
- Continue to develop collaboration with 'level' partners to support planning and the use of AiFL strategies, assessment and moderation
- Link professional judgement of CFE levels achieved to a more robust evidence base.

2017-2018 Improvement Priority 3: Continue to raise attainment for all pupils in reading, writing and numeracy

NIF Priority
1   Improvement in attainment, particularly in literacy and numeracy
2   Closing the attainment gap between the most and least disadvantaged children
3   Improvement in children and young people's health and wellbeing
4   Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.4 Personalised support
1.2 Leadership of learning	2.5 Family learning
1.3 Leadership of change	2.6 Transitions
1.4 Leadership of management and staff	2.7 Partnerships
1.5 Management of resources to promote equity	3.1 Ensuring wellbeing, equality and inclusion
2.1 Safeguarding and child protection	3.2 Raising attainment and achievement
2.2 Curriculum	3.2 Securing children's progress (ELC)
2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability

Impact and Evidence:

Reading
- As a result of the Emergent Literacy programme, the early years teacher reported a high increase in confidence when teaching pre-literacy and pre-handwriting skills
- All pupils have made good progress in pre-phonological and pre-handwriting skills
- As a result of the Emergent Literacy programme, the early years teacher, support staff and Senior Early Years practitioner have an increased understanding of child development in movement, co-ordination, routines, social-emotional progress, use of imagination, understanding and expression.
- Most staff are showing an increased confidence in identifying children's learning and what is significant in terms of their progress.

Writing
- Continued familiarisation with literacy benchmarks at school and ASG activities, leading to more accurate moderation of children's learning
- All staff and pupils trained in digital technologies to support teaching and learning (Text Help)
- All targeted pupils received Support for Learning in the form of small group teaching sessions using phonological awareness assessments and teaching strategies. Almost all pupils engaging with the activities showed an increase in their final post-assessment scores
- Talk Boost was implemented with Primary 1 and Primary 2 targeted pupils. Almost all pupils engaging with the activities showed an increase in their final post-assessment scores

Numeracy
- Monitoring of classroom practice shows the majority of learners are beginning to engage in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning
- Monitoring of classroom practice shows the majority of teachers are using Numicon resources effectively and most pupils have made good progress as a result

- Big Maths mental mathematics assessment results show most pupils have made good progress throughout the year.

Next Steps:

- Whole school audit of literacy and numeracy programmes at all stages
- Whole school programme of assessments to inform next steps and progress for reading, writing, spelling and numeracy
- Implementation of a whole school phonics, spelling, reading, writing and numeracy pathway
- Become a Year 2 Parallel Group school, mentoring a Year 1 school
- Targeted pupils across the school to begin pre-phonological and pre-handwriting skills groups from the start of session 2018-19 and impact measured at the same points as P1
- To embed and track Developmental Overview observations into the nursery observation cycle
- All nursery, Primary 1 and Primary 2 pupils will engage in well-planned, purposeful play and spontaneous play opportunities incorporating the use of digital technologies (literacy & numeracy) through relevant real-life experiences.
- All nursery staff to become familiar with the revised frameworks
- All staff to collaborate with parents to ensure progression for targeted children by embedding next steps
- Staff will be encouraged [to look outwards] to work with level partners and to observe good practice in order to ensure confidence in the delivery of literacy and numeracy

Pupil Equity Fund 2017-2018 (Budget £10,400)
Evaluation of Intervention Impact

Plan 1: Visible Learning [3 year plan]

- By 2020 all pupils in our target group will have improved attainment in Literacy and numeracy as a result of higher quality teaching and learning through a package of support to meet individual needs.

Impact and Evidence

- SLT received foundation day training on Visible Learning (VL) in November 2017. An Initial Capability Assessment was then carried out in Jan '18. The results of this assessment revealed that an assessment capable Visible Learner is not yet evident in Holy Family.
- Teaching staff, nursery staff and PSAs received Visible Learning training in February and May 2018. Further dates have been arranged for session 2018-19.
- Visible Learning research uses effect sizes to calculate pupil achievement. Visible Learning data suggests that the average effect size is 0.4 over an academic session.
- Our VL strategic plan illustrates that we are beginning to use evidence to drive practice, but it is not established practice within our school. P1-P7 evidence shows that 95% of the feedback given to pupils is based on their task or in the form of praise.
- Data collected in April '18 revealed that 98% of P1-3 pupils agree that their teachers help them to learn. 88% feel that they learn a lot in their classes.
- 88% of P4-P7 pupils agreed that their teachers explain what they are learning and why. 78% of P4-7 pupils agreed that their teacher regularly gives them feedback on their work.
- Monitored lessons revealed that almost all teaching staff are using Learning Intentions (LI) and Success Criteria (SC) within their daily lessons. Staff are developing their confidence in creating LI and SC in line with our progression documents and assessing work using the national Literacy and Numeracy benchmarks. Further staff development time has been scheduled to further extend this to all curricular areas next session.

Plan 2: Literacy

- **Talk Boost (Word Aware) + Emergent Literacy**
- Increase acquisition and use of vocabulary of Primary 1 pupils by June 2018, ensuring at least 70% of targeted pupils attain CfE Early Level in Listening and Talking
- **Reading Wise**
- Increase word attack skills of all targeted pupils with at least 70% attaining expected levels of attainment in reading by June 2018

Impact and Evidence
Talk Boost:

- Tracking of CfE data, assessments and professional dialogue of the targeted group indicate pupils are making significant progress with 100% of the targeted group pupils in P1 (currently our P2 pupils) attaining Early Level Listening and Talking.
- Pre-Talk Boost intervention data for our overall targeted group indicated an average score of 68% Post intervention data highlights an increase to 95% Within the targeted group, pre-intervention scores for PEF children again indicated an average score of 57% Post-intervention data highlights an increase to 92%
- The intervention also supports our developmental approach to phonics, using Emergent Literacy approaches. Evidence from Emergent Literacy baseline assessments indicated an accuracy rating of 24% Post-intervention evidence now illustrates an accuracy rating of 72%
- Word Aware intervention will now be used as a continuation of development to ensure continuity of learning and progress for all learners from Nursery to Primary 2. The Emergent Literacy programme will be used across the school next session.

Impact and Evidence
Reading Wise

- Using the VL standard deviation calculation, our data revealed an average effect size of 0.86 for the Reading Wise PEF intervention.
- The Reading Wise programme, implemented by one trained PSA, has been used with 26 targeted pupils from P3-P7 where data indicated pupils were not on track with identified gaps in Reading CfE levels. 46% of the targeted group were PEF pupils.
- Pre-Reading Wise intervention data for our overall targeted group indicated an average score of 56% Post intervention data highlights an increase to 67% Within the targeted group, pre-intervention scores for PEF children again indicated an average score of 40% Post-intervention data highlights an increase to 47%
- The effect size is 0.86 for the overall target group and 0.94 for the PEF pupils. The effect size illustrates more than a 2 year improvement within a 6 month time frame for the overall targeted group.

Plan 3: Improvement in children and young people's health and wellbeing

- By June 2020, improve the wellbeing of all identified pupils by establishing nurture principles and health initiatives to plan focused improvement interventions.
- By 2020, improve pupil engagement and participation by providing a wide range of learning experiences through engagement in a range of educational visits.

Impact and Evidence

- A Breakfast club was established in September 2017 in school with the aim of reducing lateness in school and to ensure children are ready for learning. Two PSAs were employed to run the breakfast club. A few targeted pupils did not take up the offer of breakfast club.
- In February 2018, a PEF change of spend resulted in breakfast club being made free for all pupils attending. Instances of lateness decreased with 100% of the target group having attendance above 80%
- Active Schools clubs were offered to all pupils from Primary 1-7. 40% of the target group attended various Active Schools clubs.
- Increased opportunities were available for all pupils during our Health Week to engage with learning out with school by going on arranged visits. 52% of our target group had not been given the opportunity to attend one particular arranged visit and all pupils enjoyed the experience.
- P7 pupils engaged in the JASS Transition Programme in the latter term of session 2017-18. All pupils achieved the bronze award.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	3
3.1 Ensuring wellbeing, equity and inclusion	3
3.2 Raising attainment and achievement	3

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Securing Children's Progress	4

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

QI 1.3 Leadership of Change

Leaders at all levels provide committed, aspirational and transparent leadership in order to continuously improve and raise attainment for all.

Pupils, parents, partners and staff have a clear understanding of the local school community. We demonstrate a highly positive ethos, where inclusion is at the heart of everything we do. Staff have consistently high expectations of all learners.

All stakeholders will be involved in the creation and review of the Vision, Values and Aims of the school during session 2018-2019

Through a varied professional learning programme, staff have increased motivation and confidence to improve teaching and learning for all our pupils. All staff are involved in the process of change and in evaluating the impact of improvement through the Visible Learning programme and have the opportunity to review and refresh their practice.

Senior leaders have supported creativity, innovation and enquiry via the development of 'Leaders of Learning' groups. Staff are beginning to share responsibility for school improvement through distributed leadership. All teaching staff have engaged in additional coordinator roles to ensure initiatives at authority and national level have been successfully shared within school, supporting colleagues through implementation.

We have reviewed our strategies in place in order to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

Pupils are also encouraged to develop leadership roles in school and have been involved in a range of different activities e.g. P1 Buddies, Pupil Council, Eco, House Captains, Active school co-ordinators, Digital leaders, Games Leadership representatives and school Librarians. This has resulted in pupils developing a range of skills, including confident leadership roles.

The school is currently well staffed and in the process of recruiting a Head Teacher. Therefore, the school is well placed to continue to improve during session 2018-19.

IMPROVEMENT PLAN 2018-2019

Holy Family R.C. School

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	• Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people	• Expansion of Early Learning and Childcare • Increased collaboration across schools and ASGs • Improvement Methodology
NIF Priority 1: **Improvement in attainment, particularly in literacy and numeracy**	• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.	• Numeracy • Early Years' Literacy • Curriculum Design and Rationale (continued)
NIF Priority 2: **Closing the attainment gap between the most and least disadvantaged children.**	• Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system	• Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: **Improvement in children and young people's health and wellbeing.**	• Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making	• Adverse Childhood Experiences
NIF Priority 4: **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	• Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people	• Learner Pathways

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy		

NIF Priority
1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children**
3. **Improvement in children and young people's health and wellbeing**
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

NIF Driver
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:
- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:
- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 Qis

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 1:

Improvement in attainment - literacy and numeracy

Lead Responsible: SLT plus Lisa Hendry (Literacy) and Pat Maley (Numeracy)

Partnership Forum (where appropriate):

Next Steps Identified from Session 2017-2018

- Create and implement a curriculum rationale across nursery and primary classes

- Consult all stakeholders on Holy Family annually on the school's curriculum rationale to ensure relevance and uniqueness is up to date

- All staff to engage in progression frameworks across all curricular areas to support planning, assessment and moderation

- Develop approaches to assessment more closely informed by the curriculum benchmarks

- To embed and track Developmental Overview observations into the nursery observation cycle

- All nursery staff to become familiar with the revised frameworks

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of literacy, numeracy and HWB progressions to inform moderation and professional judgement of levels

- In listening and talking, all pupils will make progress with attainment in P4 and P7 improving by at least 10% by June 2019

- Almost all of the P2 Targeted group will achieve CfE early level literacy and numeracy by June 2019

- 75% of P1 year group will achieve early level in L&T, Reading and Writing by 2019

- In reading, the targeted group of pupils in P2 and P7 will make progress towards achieving expected Tools for Reading benchmarks for Early, First and Second Level by June 2019

- In writing, all pupils will make progress with attainment in P4 and P7 improving by at least 10% by June 2019

- In numeracy, all pupils will make progress with attainment in P2, P4 and P7 improving by at least 10% by June 2019

- 75% of P1 year group will achieve early level in numeracy by 2019

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track / Behind Schedule / Not Actioned
		PEF	Resource	Who?	By When?	
• Staff confidence questionnaire in literacy/numeracy benchmarks and moderation (challenge questions) completed Sep '18 and May '19 • Tracking of progression in literacy and numeracy using nursery/school database • Teachers planning – professional dialogue • Self-evaluation process – HGIOS4 / HGIOELCC/HGIOURS • Monitoring in classrooms/nursery and professional dialogue	**Teachers' Professionalism through School Leadership** Collegiate Meeting –- audit – literacy and numeracy programmes of work Further engagement in literacy/numeracy progressions and benchmarks to support staff in planning relevant learning and assessments ASG and school level moderation activities – Benchmarking tool/E&Os to support professional judgement Twice termly pupil tracking/quality improvement meetings with teachers and SEYP+EYP. Further develop and refine assessment folders for all pupils Engage in the development of whole school literacy and numeracy strategy in consultation with all staff		CLPL GTCS SFR 2.4 Professional reflection 1.0 Curriculum; 2.0 Learning/ Teaching 2.3 Assessment of pupils 4 x ASG Meetings over the session Collegiate meetings	HT/PT All Staff ACC/ASG/SLT HT/PT All Staff All Staff All Staff	June '19	
• Tracking of all pupils' progress in CfE listening and talking linked to professional dialogue	Listening and Talking Professional development for P1 and P2 staff on oral language development – planning		CLPL	HT/PT LH, MB, PM	Term 1	

• Data from Talk Boost	vocabulary learning, picture comprehension Further implement and engage in Early Talk Boost and Talk Boost (Early Years)	PEF £995.60	Early Years Staff – to include SEYP/EYP Early Years Staff			
• P1 phonological awareness assessment data • Termly Tracking progress meetings/ Professional Dialogue • Analysis of developmental overviews	Emerging Literacy Continue to engage in Northern Alliance CLPL activities / networking to improve pedagogy in early years Continue to embed processes at nursery, P1 and P2 to teaching and assessing phonological awareness		CLPL Early Years' staff Northern Alliance Networking	HT/PT LH, MB, PM	Throughout session	
• Reading Wise data analysed for targeted group – Reading ages of targeted pupils recorded at the beginning and end of intervention using GLSWRT. • Tracking of progress of all pupils on CfE levels in writing linked to professional dialogue • Benchmarks for reading age / level for targeted pupils • ILD data analysed for targeted group {*to be introduced this session to nursery*} • Moderation of reading at class, school and ASG level – improved staff confidence in the 'achievement of a level'. Data from audit questionnaire	Reading Reading Wise resource to be used with targeted groups of pupils in P3-P7 Reading Wise – Comprehension programme implemented at P6-P7 Professional development to ensure all staff understand and use benchmarks ILD programme to be more widely available to targeted pupils in nursery. Visit other schools share good practice [Looking Outwards] Reflective Reading Strategies including short read comprehension activities using a range of relevant materials	PEF £995.60 PEF £900	PT to train additional PSAs meeting x 1 SfL teachers to attend Reading Wise training CLPL - ACC Emergent Literacy and collegiate meetings PT + SEYP to research and implement Moderation activities	HT/PT/PSAs PT/SfL All staff PT/Nursery staff All staff	Beginning of each term Term 2 Ongoing	

• Collegiate discussions, tracking of pupils' writing progress termly through tracking meetings • Moderation of writing at class, school & ASG level – improved confidence in the 'achievement of a level' • Tracking of progress of all pupils on CfE levels in writing linked to professional dialogue • Planning reflects understanding or developmental approaches • Increased teacher confidence in developing pupils writing skills • Classroom monitoring visits and learning walls show improvement in practice • Self-evaluation using HGIOS4 and HGIOELCC • Pupil Voice – HGIOURS	**Writing** Professional learning for whole school – sequence and narrative skills, working memory skills, supporting handwriting development Focus on relevant and interesting contexts for all (link with IDL) and ensure a range of writing styles across the year for all Use of progression frameworks and benchmarks for moderation in all classes for planning Targeted group - Digital technologies being used effectively to support pupils who find writing challenging As part of the teaching process ensure at all stages "What a Good One Looks Like" is discussed with pupils – up level Engage with documents and materials from Highland Literacy Website ensure progression and challenge at each level		CLPL All Staff Northern Alliance Networking materials and attendance at events	HT/PT All staff SLT	Throughout session
• Tracking of GLWST • Classroom monitoring and Professional dialogue • Pupil Voice – HGIOURS	**Spelling** Develop a whole school approach / progression, to teaching spelling using "Wrap Around Spelling" [Emerging Literacy]		CLPL All staff-	HT/PT All staff	Term 1

• Tracking of all pupils' progress in CfE, termly tracking meetings. • SHM/TJ assessments • Sumdog data • Pupil Voice – HGIOURS • Classroom monitoring and learning walks / professional dialogue • Moderation of numeracy at class, school & ASG level – improved confidence in the achievement of a level	Numeracy Develop assessment strategy using benchmarks to ensure robust evidence of progression and achievement Use Sumdog assessment data to support / develop pupils' skills Visit other schools share good practice [Looking Outwards] Develop assessments including holistic questions using benchmarks	PEF £422	All staff All staff All staff CLPL – ASG collegiate	HT/PT	Term 2 & 3 Throughout session Throughout session	
• Professional dialogue • Collation of pupils' views	Staff engagement in HGIOURS Initial implementation of resource with Pupil Council and staff.		CLPL	HT	June'19	
• Professional dialogue • Engagement with HGIOUS documents – nursery and school	Review the school's vision, values and aims, ensuring all staff have a shared understanding of draft curriculum taking account of our context, the entitlements, 4 capacities and 4 contexts for learning.		All staff	February Inset Day 12/13th	February 2019	
• Draft documents agreed and trialled this session.(Evident in planning and monitoring)	Collegiate discussions on planned curriculum rationale and design, and proposed pathways. Draft documents reflect professional learning showing deeper understanding .			SLT/All Staff 3 x Collegiate Meeting	Term 3	
• Audit engagement and motivation of learners through learning conversations focusing on IDL • Pupil Voice – collation of views	Staff to conduct pupil audits to inform curriculum development		Visible Learning Audit resources	SLT/All Staff	April/May 2019	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 1

Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children in Holy Family RC School

NIF Priority	NIF Driver
1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people's health and wellbeing** 4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:	The ICS primary drivers have guided the formation of 4 key priorities for action:
• Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving	• Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment

HGIOS?4 Qis

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children in Holy Family RC School

Lead Responsible: SLT – Tara O'Sullivan

Partnership Forum (where appropriate):
- **Develop the confidence of staff in the use of data to identify individual gaps and ensure that interventions are timely and relevant**
- **Consolidation of interventions to support continued increases in attendance, attainment, engagement, participation and inclusion**
- **Develop interventions further to ensure sustainability and impact through increased staff and pupil ownership of these interventions (PEF)**

Expected Outcome(s) for whom, by when, by how much?
- **By June 2019 all staff will have increased confidence in using data to identify and address gaps in all children's learning, including attendance, engagement and participation.**
- **By June 2019, all staff will have increased skills in using AifL strategies and confidence in the delivery of quality learning and teaching**
- **By June 2019, through planned interventions, data will indicate targeted pupils will experience increased participation and engagement in learning**
- **By June 2019, through planned interventions, data will indicate targeted pupils have improved progress in achieving CfE levels of attainment in literacy and numeracy**

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track / Behind Schedule / Not Actioned
		PEF	Resource	Who?	By When?	
• Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation. • Staff confidence questionnaire	Self-evaluation activities Attendance of members of SLT at HT Improvement Event(s) focusing on 'Outcomes and Measures'		CLPL GTCS SFR 2.5 Professional reflection	HT/PT	December 2018	
• SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	SLT attendance at authority led training events		HT/PT	HT/PT	Throughout session	

• Data of pupil progress and achievement of a level – filtered information from school database, PEF data from PEF database	Pupils' progress; including nursery, is carefully monitored to ensure individual needs are being met - link to improvement plans 1 & 3 Additional numeracy and literacy resources and additional IT equipment made available to pupils to ensure ease of access		Databases	HT/PT	Throughout session	
• Programme trackers of progress • SLT oversee tracking of learners in targeted group	Use of digital technologies using a range of online technology to meet the needs of targeted pupils. E.g. Text Help, Reading Wise, Reading Wise Comprehension		Class teachers PSAs	SLT	Ongoing	
• Data show a 0.4 greater effect size in core learning • Staff confidence questionnaire • CfE Attainment Data • Learning Council engage with HGIOURS to evaluate progress • HGIOELCC • Nursery and class observations	Visible Learning Ongoing professional learning activities as a school and ASG, supported by Impact Coaches - focus on pedagogy aiming to improve the range and quality of feedback, develop assessment capable pupils and leaner dispositions (See detailed VL plan) Agreed processes and collaboration with stage partners to ensure consistency in AiFL strategies across the school Development of learner pathways to ensure pupils know where they are in the learning journey and know their next steps Professional learning sessions "Excellence in teaching" introducing a self-evaluation tool	PEF funded £1,663	GTCS SFR 1.0 Curriculum; 2.0 Learning/ Teaching 2.3 Assessment of pupils CLPL All staff In-Service Day Nov'18 + May '19 & staff learning meetings Collegiate time Osiris Materials CLPL meeting x1	SLT + VL Impact Coach All staff SLT SLT	Throughout session	

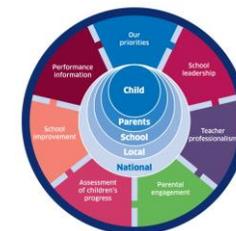|					
• Club attendance data • Leuven scale data • Improved wellbeing - Boxall Questionnaires • Breakfast attendance data • Homework Club • Pupil Voice - HGIOURS	**Participation and Engagement** Increased opportunities for pupils in targeted group ensuring all pupils have the opportunity to engage in clubs around the school day Nurture support is offered to pupils who are identified to require emotional support [Check-In] Breakfast is available for targeted pupils	PEF £5,240	HWB Coordinator SLT/PSAs PSAs	PT	Throughout session
• Children have improved skills - Bessi Questionnaires, CfE progress tracked during termly discussions • Parents have increased confidence – parent audit of views • Club attendance data • Data shows improved engagement of P6/7 pupils in transition	**Transitions** Targeted Families are supported during the transition process from nursery to school, meeting the needs of individual families JASS programme at P6/7 supports transition activities as part of Northfield ASG agreement	PEF £874	CLPL by Mark Pain	SLT SEYP PT + P6 + P7 CTs	
• SHANARRI - Wellbeing Indicators Data • Boxall Questionnaires • Pupil Voice	**Wellbeing** Introduction of 'Check-In' room in room 7 to ensure targeted pupils who require this space to encourage them to be 'Ready to Learn'			PT PSAs	
Monitoring Progress and Evaluating Impact *(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*					
Impact and Evidence: Priority 2					

Improvement Priority 3: Improvement in children and young people's health and wellbeing.

NIF Priority	**NIF Driver**	
1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people's health and wellbeing** 4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information	

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:	**The ICS primary drivers have guided the formation of 4 key priorities for action:**
• Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving	• Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

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Improvement Priority 3: Improvement in children and young people's health and wellbeing

Lead Responsible: SLT – Tara O'Sullivan

Partnership Forum (where appropriate):
- **Consolidation of interventions to support continued increases in attendance, attainment, engagement, participation and inclusion**
- **Continue to provide staff with CLPL opportunities to increase knowledge of mental health, ACEs and Nurture**

Expected Outcome(s) for whom, by when, by how much?

- **Increased attendance of a targeted group of pupils from below 80% to at least 85% by June 2019**

- **Increase time targeted children engage in learning from a 1, 2 or 3 on the Leuven Scale to a 4 or 5, leading to increased attainment in literacy and numeracy and health and well-being**

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
		PEF	Resource	Who?	By When?	
• Evidence of progression frameworks being used through teacher planning monitoring and professional dialogue	Staff engage in progression frameworks of HWB curriculum.		CLPL	HT	July 2019	
• Engagement of pupils. (Leuven scale and planning)	Discrete programme to be created to support progressions based on IDL already identified.		GTCS SFR 2.4 professional reflection	All staff	May 2019	
• Staff training on Cognitive Behavioural Therapy (CBT)	Implementation of "We Eat Elephants" to assist pupils in increasing their growth/experiences and resiliency life skills			All staff	May 2019	
• Dialogue with pupils indicates improved learning across HWB	Investigate a pupil friendly means to engage pupils more with GIRFEC					
• Pupil voice - HGIOURS	Pupil Council to be introduced to the document			SLT	October 2018	
				SLT	October 2018	

• Staff professional dialogue indicates increased awareness and understanding	Collegiate activities focusing on Equity Agenda, focusing on poverty, closing the attainment gap, attachment disorder, ACEs Poverty proofing of school, engaging with parents	PEF £100	CLPL ACEs Training led by Chris Kilkenny	All staff	Sep '18	
• Improved attendance and punctuality - data • Pupils' improved engagement and participation – Leuven Scale data • SHANARRI - Wellbeing Indicators Data • Targeted pupils stay on task for longer periods of time (Leuven Scale measurement)	Attendance and Punctuality Health & Wellbeing Targeted pupils are supported in a range of ways– focus on school attendance, punctuality, sleep, eating, boundaries at home / community [breakfast club +check-in]	PEF £800		SLT All staff	Throughout session	
• SHANARRI - Wellbeing Indicators Data • Boxall Questionnaires • Pupil Voice	Wellbeing Introduction of 'Check-In' room in room 7 to ensure targeted pupils who require this space to encourage them to be 'Ready to Learn'			SLT + PSAs	Term 2 introduced	
• Increased participation – attendance at clubs' data for all children	Ensure all pupils have the opportunity to engage in clubs in and out of school – given the opportunity to improve HWB and develop social/team building/competitive skills	PEF £200	Active Schools Clubs	PT HWB Coordinator	Throughout session	

			VL	PT + VL Impact Coach	Term 2 introduced	
• Pupil Voice - evaluation • Classroom monitoring and learning walks	Learner Dispositions to assist with classroom charters – using assemblies to embed, improving engagement with learning and improved learning attitudes (Visible Learning Plan)		VL	PT + VL Impact Coach	Term 2 introduced	

Monitoring Progress and Evaluating Impact *(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*
Impact and Evidence: Priority 3

2018-2019 Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

NIF Priority	NIF Driver
1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people's health and wellbeing** 4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:	**The ICS primary drivers have guided the formation of 4 key priorities for action:**
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HGIOS?4 QIs

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Improvement Priority 4: **Continued curriculum development (Year 2) with a focus on Developing the Young Workforce**
Improvement in employability skills and sustained, positive school-leaver destinations for all young people
Lead Responsible:

Partnership Forum (where appropriate)
- **Create and implement a curriculum rationale across nursery and primary classes**
- **Consult all stakeholders on Holy Family annually on the school's curriculum rationale to ensure relevance and uniqueness is up to date and links with the World of Work**
- **All staff to engage in progression frameworks to support planning, assessment and moderation in all curricular areas**

Expected Outcome(s) for whom, by when, by how much?
- **All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019**

- **All children increase their digital skills to support learning across the curriculum by June 2019**

- **All staff have an increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2019**

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress On Track Behind Schedule Not Actioned
		PEF	Resource	Who?	By When?	
• Classroom monitoring and professional dialogue linked to p • IDL contexts for learning planners • Planning and assessment evidence	Develop whole school progressive context plans bundling Es & Os to reflect our context for nursery and school		CLPL	SLT/All Staff	By April 2019	
• Teacher confidence questionnaire – data • Self-Evaluation / Professional Dialogue/ Expectations for teachers/practitioners in the Career Education Standard (3-18) Ed Scot doc • Reflection Tool on Learner Entitlements Ed Scot doc. • HGIOUS4; HGIOELCC; HGIOURS	All staff, including nursery, will implement the curriculum planning pathways with linked benchmarks and continue to work collegiately to support planning and assessment processes. Open events for parents to share learning experiences with their child Collaborative Curriculum Planning of learning and assessment with a focus		CLPL GTCS SFR 2.4 Professional Reflection Development Meetings	All Teaching Staff SLT SEYP	By June 2019	

	on 'World of Work' developing partnerships Planned moderation linked to planned teaching and learning using curriculum progressions and benchmarks					
• Pupil Engagement – Leuven Scale • Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks • Monitoring – SLT / Peer • Parental engagement	Development of Curriculum Planning of learning and assessment across overarching themes developed 2018/19 with a focus on 'World of Work'. Planned moderation linked to planned teaching and learning using curriculum progressions and benchmarks		CLPL Pupil Experiences ASG Collegiate Meetings	All Teaching Staff SLT	September 2018 – June 2019	
• Pupil Consultation – HGIOURS • Professional Dialogue, teacher confidence	HGIOURS – Staff engagement in Theme 2 'Our learning and teaching' leading to a strategy to develop with pupils through Learning Council		CLPL meeting	All Teaching Staff SLT	December 2018	
• Pupil Consultation – HGIOURS • Professional Dialogue • Self-Evaluation	Development of curriculum – Discrete subjects; digital technologies; development of skills		Pupil Experiences	All staff	June 2019	
• Teacher confidence questionnaire • Pupil Voice – evidence of improved practice • Learning Walks & monitoring classroom practice evidence of improved practice [Visible Learning] • Monitoring planning and professional dialogue	Review skills for learning, life and work and ensure these are embedded across the curriculum		All staff CLPL meeting	HT	Throughout session	
	Further development of outdoor learning to ensure consistency across the school.		All staff Part of In-service day	All staff	Throughout session	
	Develop learning for sustainability to ensure this is understood by all and is embedded across the curriculum		All staff CLPL meeting	HT	Throughout session	
	Staff engagement with peer learning activities using POLLI as a framework		All staff CLPL		Throughout session	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

Pupil Equity Fund Budget Allocation April 2018 - £9,720

Pupil Equity Fund Rationale 2018-2019
'All our work to interrupt the cycle of deprivation and its impact on children's progress'.

Rationale of how you plan to use Pupil Equity Funding to provide 'additionality' to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5   Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

At Holy Family RC Primary School, our average SIMD is decile 4 with 32% of our pupils falling within this decile.72% of our pupils fall within deciles 2-4, with no-one presently within the first decile. The percentage of Free School Meal entitlement this session is currently 5% with only 4 pupils entitled to FSM in P4-P7.

Attainment
All   100%
Almost All   91-99%
Most   75-90%
Majority   50-74%
Minority   15-49%
A few   Less than 15%

CfE Data 2017-2018 All Pupils in P1, P4 and P7

Year Group	Numeracy- Achieving and Exceeding Total Percentage	Talking and Listening – Achieving and Exceeding Total Percentage	Reading – Achieving and Exceeding Total Percentage	Writing- Achieving and Exceeding Total Percentage
	(+difference from previous year)	(+difference from previous year)	(+difference from previous year)	(+difference from previous year)
Primary 1	59% (-29%)	65% (-23%)	53% (-35%)	47% (-41%)
Primary 4	80% (+1%)	80% (-3%)	80% (-12%)	80% (+17%)
Primary 7	83% (+7%)	83% (+12%)	83% (+17%)	83% (+17%)

Tracking of CfE achievement of a level indicates that there has been increased levels of attainment in P4 and P7 Writing and Numeracy.
Data analysis has resulted in the Primary 2 2018-19 cohort becoming a target group as there is a clear need for intervention to ensure we raise attainment for all vulnerable pupils in all four areas.

ASN Data
- 77% of our pupils have English as a second language
- 2 pupils are currently Looked After under kinship care arrangements
- 18 pupils have a Child's Plan

We have identified a group of 23 pupils who are identified as vulnerable due to family, wellbeing, attendance or ASN and who will be supported to target their attainment.

Attendance and Punctuality
Data indicates an increase in school attendance. 85% of the target group have excellent attendance within 85%-100%. Data shows that all of our targeted pupils with attendance issues have family issues that impact on them being late for school and on their attainment or engagement and participation. Targeted pupils have been offered spaces in our Breakfast Club although a few have not taken up the offer of a space. To further improve attendance and reduce late coming, nurture support will be offered to identified pupils each morning during session 2018-19. Over the course of the 2017-18 session, pupils attended clubs co-ordinated by Active Schools or run by school staff. Targeted pupils are now being actively encouraged to attend Active Schools clubs during session 2018-19 as PEF is being utilised to pay for the club fees.

Exclusion
There were no exclusions during session 2017-18.

Engagement
It is recognised that in each class the majority of pupils engage well in their learning. However, within each class a minority of pupils (vulnerable) find it challenging to fully engage and can be off task despite the additional allocation of PSA support in classes.

This session all staff will receive training on the Leuven Scale of Engagement.

Most teaching staff and a minority of PSA staff participated in training to increase their knowledge of Nurture, Adverse Childhood Experiences and Poverty in September 2018.

Participation
Pupil leadership roles have been established to allow all children the opportunity to be involved in whole school initiatives. These include Pupil Council, ECOteers, Active Schools coordinators, Digital Leaders, Playground Buddies, House Captains and Vice House Captains. We have plans to further develop an approach to pupil participation groups which will allow children to be actively involved and have their voices heard; not only those who take up opportunities and are the representatives in current groups.

In summary
Holy Family RC Primary School data reflects a decrease in attainment levels across the school during session 2017-18. There have however been several successful interventions during last session, leading to improvements for all. There is a large proportion of Primary 2 pupils who are not meeting national expectations in terms of their academic achievements. There are groups of pupils who require a range of targeted supports to meet their varying needs. A new robust tracking system has been established which will lead to increased teacher professional judgement and understanding.

What we believe will have the biggest impact to all our pupils and particularly those within targeted groups is:
- Improved teaching and learning for all pupils leading to improved attainment in Literacy and Numeracy
- Support pupils' wellbeing using the nurturing principles to plan interventions leading to improved resilience and wellbeing
- Improve pupil engagement and participation by encouraging a wide range of activities

*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:

Literacy
- Implement and engage in Early Talk Boost in nursery and further develop in Talk Boost in P1 and P2 classes
- Reading Wise resource to be used consistently with targeted groups in P3 – P7
- Reading Wise Comprehension programme to be implemented with targeted P6 and P7 pupils

Numeracy
- Use Sumdog assessment data to support / develop pupils' skills

Health and Wellbeing
- Targeted pupils to be encouraged to attend Active Schools clubs in order to increase attendance and decrease lates
- Staff training and increased understanding and recognition of ACEs
- Continue the breakfast club and expand upon this by targeting more pupils with low attendance and lates
- Further implementation of JASS programme to assist with transition into P7 and S1

QI 1.2 Leadership of Learning 2018-19	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives	**Leader(s) - Promoted and Unpromoted Staff**
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Lisa Hendry Pat Maley Suzanne Stephen
Curriculum Development	Margaret Winton Tara O'Sullivan
Pupil Equity Fund	Tara O'Sullivan
My world of work – continue to develop DYW	Margaret Winton Tara O'Sullivan Ann Burnett Catherine Cameron
Continuing 1+2 Modern Languages	Keira Napier
Pupil Participation: • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version)	Suzanne Stephen Tara O'Sullivan Aisling Fee
Nursery and Early Years (Including Transition)	Tara O'Sullivan Sheria Cherif Leanne Andrews
Global Citizenship Rights Respecting Schools Award	Tara O'Sullivan
Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	Margaret Winton Tara O'Sullivan
Development of Digital Technologies - including website, Twitter account, Google Classroom	Kym Gall

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	**Staff meetings in August – September on School Improvement** **On-going professional dialogue between SLT, teaching staff and PSAs**	September 2018
Children / Young People	**Pupil Council Meeting** **Pupil Friendly Plan – developed**	September 2018
Parents	**Parents – Consultation (Open Day / Evening) Token Voting** **Parent Council** **Parent Feedback sheet issued on Improvement Priorities** **Parent Friendly Version – website**	September 2018
Partners and Volunteers	**Feedback sheet issued for responses on Improvement Planning**	May 2018
Associated School Group	**ASG Meeting**	Ongoing throughout session (Google Drive)
Partnership Forum Group	**ASG Partnership discussing ASG School Priorities**	Ongoing throughout session (Google Drive)

Date uploaded onto website: September 2018