Holy Name RCPS **Standards and Quality Report** *Achieving Excellence and Equity*	

Context

Setting/School Roll (including ELC/ASC) - Can also include number of classes - Can also include ELC setting times - May include specific cohorts relevant to your context eg Care experiences, EAL etc	Holy Name RCPS serves the local community of Oakley, Carnock, Comrie and Blairhall. The school shares a campus with Inzievar PS. Inzievar and Holy Name have always tried to work closely within the schools' community. We enjoy the benefits of access to the facilities on campus, such as the community library and outdoor classroom/woods. The roll is currently 28 and this is spread across 2 classes. We share close ties and values with our parish community and fellow St Columba's Cluster schools.			
FME	*42.86%*			
SIMD Profile for establishment	The majority of our pupils live in SIMD 1 or 2 profiles			
Attendance (%) 90.16%	**Authorised**	5.65%	**Unauthorised**	4.10%
Exclusion (%)	*0.09%*			
Attainment Scotland Fund Allocation (PEF and SAC)	*£18,375*			

Our **school values** of '**Love, Respect and Hard Work'** and our Catholic ethos permeates our school life and interactions. We aim to grow and learn in an inclusive and safe place where love and respect are found in the family, the church and the school enabling us to live out our shared vision:
'Together we all discover, learn, grow and succeed'

"Welcome one another, just as Christ has welcomed you" (Romans 15:7)

Aim:

Through living our vision and values as a school and community we will be Ready, Respectful and Safe.

Improvement Priority Session 2022 – 2023

Priority 1 –
To ensure high quality learning experiences for all children and young people across the St Columba's cluster

NIF Priority Improvement in attainment NIF Driver Curriculum and assessment	HGIOS 4 Quality Indicators HGIOELC Quality Indicators **3.1 Ensuring wellbeing, equality and inclusion** **2.3 Learning, teaching and assessment.** **1.3 Leadership of change**				
Has this priority been:	Fully Achieved		Partially achieved		Continued into next session

(please highlight)						

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

As a staff we have worked with colleagues from St Columba's RC HS and all cluster schools, along with Fife Council Education Managers to deliver professional development for all staff around key aspects of Learning, Teaching & Assessment. Our cluster Learning, Teaching and Assessment working group have engaged teachers across our cluster in analysing National Expectations and through collaboration produced a rubric for school staff that can be used to promote excellent learning and teaching across all cluster schools.

We have worked with schools both within the cluster, across Fife and within the SEIC to share practice, identify areas of strength and areas of development and have used this information to inform our work on enriching Learning, Teaching & Assessment across our school. At professional learning opportunities we have analysed data as individual schools then collaboratively as a cluster discussed how this has shaped and informed practice in teaching and learning within our classrooms.

As individual schools we have moderated jotters, discussing differentiation and effective feedback to ensure that there is consistency in approach and expectation across all classes and across our cluster. Our staff have reflected on feedback from assisted self-evaluation activities such as Learning Partner Visits and Quality Improvement Rounds along with evidence from pupil jotters to ensure that there is appropriate support and challenge to meet the needs of learners.

At the beginning of the academic year, all staff engaged in professional reading including The Teaching Delusion 3 by Bruce Robertson and undertook a survey to highlight strengths and areas for personal development. The information from this survey and discussion was used to target CPD opportunities throughout the year.
At staff meetings we consistently ensured that teacher time was invested in strategic actions rather than operational activities to help deliver better outcomes for children in teaching & learning.

Collaboratively as a cluster, and as a school team with St Serf's staff, we reflected upon and reviewed recent summary of inspection findings around 2.3 to look outward at best practice nationally. As part of these discussions, we asked the questions – what has changed in our practice? What has improved? And how do we know?

As part of staff professional development, we have worked to ensure a consistency of approach in learning and teaching in every classroom through using the 4-part model. This approach was reinforced through professional learning at the first in-service day and consolidated throughout the year through shared practice visits with HT colleagues from out with our school and cluster. At the beginning of the academic year, we worked hard to ensure there were clear expectations around classroom organisation and inclusive practice. We used audit tools to highlight areas of strength and areas of development. Useful feedback on classroom environments was provided through assisted self-evaluation activities throughout the year. All staff reflected on their own practice prior to quality improvement rounds and learning partner visits, highlighting individual strengths and development needs. This ensured that staff self-evaluation was validated by visiting colleagues. Acting on feedback from staff we have worked to identify good practice in learning and teaching and shared this with staff in order to model good practice throughout the cluster. Through regular planning and tracking meetings there has been opportunity to discuss teaching learning and assessment with staff members, consider the breadth of the curriculum, as well as providing opportunities to challenge, and support staff in discussions around teacher judgements on CFE levels. Individual schools used improvement methodology to target specific cohorts of children to raise attainment and improve pupil outcomes.

Our staff have engaged in CPD led by an experienced teacher on the 'Change Leadership' Fife course, after a baseline evaluation. PSAs and teachers were both included in exploring the most effective form of feedback after completing an audit that highlighted this area as the key area to improve. Staff engaged in professional reading and professional dialogue, identifying what makes high quality feedback. Pupils shared that they were not confident in offering peer feedback and did not always feel

that feedback was helpful to moving their learning on. In classes, pupils were taught explicitly how to link feedback to learning intentions and success criteria. Daily opportunities were given for pupils to offer feedback and teachers modelled how to link with LI and SC.

Our teacher in the early years, worked collaboratively with the P1/2 teacher from St Serf's to engage in the SEIC playful pedagogy course. Early identification revealed the need to focus on differentiation within play as both classes are composite classes that include a range of educational needs and maturity. This built on the differentiation cluster improvement priority of last year. Class teachers engaged in professional dialogue with those from across the SEIC, worked closely in partnership together and used professional reading from Fisher (2020) to adapt play areas. An observational checklist was created to measure pupil engagement through play. Throughout the year, this checklist was edited and adapted to ensure observations taken were appropriate and helped inform forward planning.

Impact:
What impact has the progress/work undertaken had on improving the outcomes of your children and young people? What evidence do you have? Quantitative or qualitative data to support this impact Impact statements should be written evaluatively eg almost all, most, majority etc

Working collaboratively with colleagues across the Cluster helped support moderation and encouraged professional dialogue. This has helped produce a Standard that is agreed by all Cluster schools. Using a consistent approach will develop transition links; the full impact of this work won't be evident until the Standard is fully implemented across the Cluster.

All teaching staff report a stronger understanding of expectations related to HGIOS 2.3 after CPD; both in-house and external CPD. It led to the identification of the checklist used for observations within classrooms; using self- evaluation and external evaluations. The 4 part model is used consistently across all classes with almost all children reporting that they consistently know their LI and SC. Almost all children articulately discuss learning opportunities and most in the upper school, can describe the elements/features of a good lesson during quality assurance rounds. This deepened understanding, along with pupil evaluations led by HT and visiting auditors, helped to identify the next step for our Cluster – the need to develop ICT to further enhance and support learning.

All staff reported greater confidence when offering feedback; with PSAs sharing that they "feel confident in using a variety of verbal and written feedback". Evidence within jotters and from staff and pupils shared that feedback is given more consistently and in more areas of the curriculum. This will continue to be developed in line with our high quality teaching Standard next year. Almost all pupils from P5-7 said that feedback was either always or mostly helpful in the development of their learning and. most children said that they feel that they receive high quality feedback. All learners said that feedback always or mostly help create their next steps.

All of our parents questioned, the return was 76% of our school population, reported in the evaluation questionnaire that they feel as though they are kept informed about their child's learning and that staff know their child well. This year, we have begun to share learning targets at the start of each term.

All play areas within the younger years have an element of literacy and have been adapted to include more pupil voice and input; based on the planning elements of adult-led, adult-initiated and child-led play. Class teachers have a better understanding of how to balance the day using play as a tool for learning and assessment. Play activities were more differentiated towards the end of the year, challenging more able pupils, leading to an increased interest in exploring new areas and deepened learning experiences. Pupils accessed more areas within the classroom as the year progressed, engaging in different play-based learning experiences; teachers assessments included evidence through play e.g. children rhyming in play but not during a teacher led activity, in line with Building the Curriculum 5.
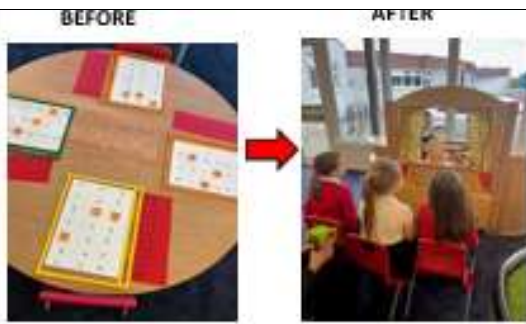
BEFORE – phonics activity was very adult led where learners had no choice around which words to select. This resulted in no opportunities for challenge as well as no support.
AFTER – There are now a number of role play areas around the classroom. Puppets allowed learners to re-tell stories and use their imaginations. It encouraged listening and talking skills from all. This area is open ended and pupils can transfer learning (eg. Pupil used rhyming in story).

BEFORE – basic home corner with limited resources to stimulate play resulting in to challenge and skill progression. No form of differentiated play available or literacy elements.
AFTER – dramatic play area now is co created with the learners where they have used elements of literacy to design the name, opening and closing sign and times. There is now more differentiation as children are eager to add to their area and initiate their own learning.

Next Steps:
Identify a few next steps linked directly to progress and impact for this priority
If there are numerous next steps does this need to be a continued priority for following session?

- Review the use of the Standard and how this fits into our Learning and Teaching Policy; build these analyses into the Monitoring and Evaluating calendar to support Quality Assurance measures
- Develop the use of observational assessment and progression of literacy differentiation within play for early years
- Develop the use of ICT to further support and enhance learning

Priority 2 –

To ensure that by June 2023, all or nearly all pupils will feel safe and nurtured in school

NIF Priority	HGIOS 4 Quality Indicators
Improvement in children's wellbeing	**3.1 Ensuring wellbeing, equality and inclusion and 3.3 Increasing creativity and employability**
	2.5 Family learning & 2.7 Partnerships
NIF Driver	**1.3 Leadership of change**
School improvement	

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	

Progress:
What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

Staff and pupils engaged in How Nurturing Is Our School (HNIOS) materials. This included school staff completing audits and children focusing on SHANARRI indicators to develop their understanding and target their views on HWB and the environment. Older children engaged in discussions about their answers and, collaboratively with HT, considered ways to improve our school. This information was collated and discussed with the educational psychologist to create a bespoke training CPD session for teaching staff, focusing on behaviours and their meanings and how best to support them.

Teaching and support staff attended the trauma informed course run by Fife's educational psychology service. This learning has been included in staff meeting and PSA PRDs have included this as an area of development. The six nurture principles and the presentation of trauma have been the basis of staff meetings and in-service dialogue; analysis of what 'works well' and 'how we can adapt/improve', along with necessary additional paperwork plans were taken throughout the year. The presentation and development of the six principles need to be undertaken and embedded next year.

There has been a focus on rewarding positive interactions, including the introduction of Wonka Wednesday, celebrating those that excel showcasing our school values. House/Vice Captains were included in the development of our House Competition Programme with the encouragement of pride towards their House. Pupil Voice continues to be welcomed across the school and in the playground.

PSAs in consultation with teaching staff, applied the Leuven's Scale near the beginning of the year to several pupils to identify those who found engaging in learning a challenge. Those children were then supported in nurture programmes, using bespoke resources and approaches. These children, in consultation with staff, helped develop a 'quiet room' into a nurture room; the children took ownership, deciding what should be included. This concept was developed further with the idea of a play room.

Several children have engaged in a nurture programme using specific resources aimed at supporting their development of emotional literacy and self-understanding. PSA staff and class teachers have been given one to one support from our educational psychologist to develop strategies that will support individuals. We are continuing to work with a range of partner agencies, both educational and from health, to support the needs of all our children.

Active Schools were asked to set up lunchtime clubs to focus on physical development to support the wellbeing of our pupils. These were met with mixed success with individual games such as badminton proving more effective than football as it shared a competitive element. Identifying that competitions proved more of a challenge, will help support the basis of nurture programmes and activities for the whole school next year. These games did help promote other sports which our pupils excelled in during Fife competitions.

Parents were asked their views on what nurture means. We then created a nurture tree with pupils, staff and families' views. These were shared during a newsletter, along with pupils sharing their understanding of what nurture means and how it is grown in Holy Name RCPS. Further work including parents more fully in discussions and the meaning of nurture, is needed next year:

Working with external partner agencies, we invited the Police in to talk to families about keeping their child and themselves safe online. We have also begun working with Family Workers to support targeted families.

Feedback from the learning partnership, encouraged a more universal approach to be adopted. Staff introduced a morning 'check in' for the whole school. Through evaluations, children and staff asked for an increase to our toast opportunity so we now offer breakfast to all children three times a week with a view to increasing this to every day next year (grant funding dependent).

Impact:
What impact has the progress/work undertaken had on improving the outcomes of your children and young people?
What evidence do you have? Quantitative or qualitative data to support this impact
Impact statements should be written evaluatively eg almost all, most, majority etc

Both our QI and Learning Partnership identified the school as having a calm and welcoming environment with our values well embedded. Children discuss School Values regularly during evaluative discussions. Professional agencies, unsolicited, volunteered the word 'nurturing' when describing our environment and staff's interactions with pupils during the third and fourth terms.

Parents and other professionals have completed workshops (ranging from Scots, to history to cooking) with our pupils and reported that our pupils are polite and well mannered, showcasing our school values.

In our most recent survey, most parents thought that their children could talk confidently about their emotions; with the others being 'unsure'. Most parents feel as though they are included in the life of our school but almost all were willing to attend events about their child next year. Not all parents could explain the meaning of nurture and a shared vision is necessary in moving forward. Involving families further in the understanding of nurture and restorative practices, will be a next step for the following year.

Almost all children described feeling safe in school and the majority of children's scores increased using the SHANARRI wheels towards the end of term. Children can describe measures that are taken to keep themselves safe outside in the playground, including the wearing of helmets. There has been a decrease in the number of playground incidents reported from last year. The use of a designated area for bikes, a repeated request from some children, will be explored further next year.

Staff report that the daily whole school 'check in' has become extremely useful in identifying individual difficulties; it has helped teachers recognise when to challenge and support better during classes in the morning depending on the child's capability for resilience that morning.

The nurture room and playroom are used successfully. Extremely significant progress with engagement has been evident with some children in the targeted group; with reading ages increasing beyond two years. The ability for some children to use strategies to support regulation has been significantly improved which has helped the inclusion within classroom and playground activities. Individual pupils report taking more pride in their work.

Older pupils have opportunities to lead play within the playground and during House Activities. All P7 children have had the opportunity to talk with visitors to our school regarding school improvement and most P7 children have represented our school as leaders or ambassadors. These leadership skills are important for pupils to have ownership and pride in our school.

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority
If there are numerous next steps does this need to be a continued priority for following session?

- Spread the good practice supporting individuals, as a more holistic approach across the school
- Continue to support individual children with input from outside agencies
- Continue to involve families further in the understanding of nurturing practices
- Further develop our Relationships Policy that is rooted in a deeper understanding of nurture practices

Priority 3
To raise attainment in writing using rigorous, moderated assessment

NIF Priority	HGIOS 4 Quality Indicators
Improvement in attainment	**3.1 Ensuring wellbeing, equality and inclusion**
	2.3 Learning, teaching and assessment.
NIF Driver	**1.3 Leadership of change**
School curriculum and assessment	

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

At the beginning of the year, teaching staff created and agreed on a Standard for Writing. This was to be applied for each piece of writing. As writing was part of the improvement plan recognising this as the lowest organiser across the school for attainment, it was agreed that writing opportunities would be provided more regularly, using cross curricular methods and starting stimuli.

Staff had the opportunity to moderate writing across the school and across the Cluster. The high school provided examples of third level to be moderated against.

Time was dedicated during in-service days and staff meetings to support the rich dialogue needed to moderate and explore our approach to writing. At the end of the year, staff attempted to identify common themes across schools or stages, however, the assessments showed various next steps. SWST test results identified the need to focus on spelling.

Each class teacher applied a model for improvement approach based on the needs within their class. These focused on an aspect of literacy, linked with writing. In the upper years, this approach was used to home in on the development of spelling. Using rigorous testing approaches, including daily IDL and more opportunities for writing, children were given the chance to recognise their own success on a more regular basis.

Authors were celebrated with children being exposed to different author experiences, both in person and online. Children in the upper years were also celebrated as authors when they created their class book of WWII stories to sell at the coffee morning to support their History Alive workshop.

In the younger years, the model for improvement methodology was applied to enhance independent reading and writing. The class teacher identified that children struggled to split the sounds of words - using individual sounds rather than blends. She undertook an enquiry, based on professional reading and using the data gathered from summative assessments, over a period of 6 weeks: this included a practical learning activity for the weekly blend that was assessed at the beginning/end of the week. Blending of the sound was delivered through a range of play and ICT activities

As previously stated, the SEIC playful pedagogy approach, developed the use of literacy activities within play areas; this includes the extension of writing and the assessment of literacy through play.

Impact:
What impact has the progress/work undertaken had on improving the outcomes of your children and young people?
What evidence do you have? Quantitative or qualitative data to support this impact
Impact statements should be written evaluatively eg almost all, most, majority etc

Using the Standard for Writing has helped provide consistency across the school, as has the work on Feedback discussed earlier for learning and teaching. Jotter monitoring identified that writing pieces were provided with regular and consistent feedback. The use of ICT, Clicker, was more prevalent towards the end of the year.

Most of our parents questioned, felt that their child/children have improved their writing this year. Some reported the use of ICT and others requested copies to be taken home and celebrated.

All our children from P3-7 that took part in our survey, reported that they knew their next steps in writing and almost all thought that the feedback helped improve their writing and that they used prior feedback to support their next piece of learning. All children said that they can give peer feedback, this was a focus for our school as part of our high-quality learning priority, but the majority will still need support with this.

Staff in the early years have begun to assess children more rigorously through play by making links to the progressive, tracking document devised of E&Os and will use a more observational assessment, adopting the good practice of EYOs in nursery. Children have been identified as meeting targets through play – this identification will continue next year. This will provide a more rigorous and robust assessment method.

The model for improvement approach, using targeted interventions for specific children proved successful. In the upper years, four children achieved second level within writing before Easter. One pupil who was disengaged with writing now regularly writes over 100 words with each story. There is an increase of enjoyment and focus during writing lessons; the majority of children are more willing to share their writing with the class. Increased enjoyment was extended to the author visits – children were modelling different writing styles and using suggestions from the authors within their own writing; this led to a request for a table to be taken outside during lunchtime for children to be creative together.

In the younger years, all children in the targeted group increased their reading and writing by over 7 months – with one child increasing his spelling age by 2 years. The class teacher reported that children have grown independence skills when practising spelling; less intervention from the teacher is necessary. Children were able to apply this technique to more challenging words. All children within the targeted group improved their reading and spelling ages during the intervention period.

Writing provided the observations for our LP and QI visits. This helped to offer the process of writing to be moderated along with examples of early, first and second levels that were moderated by visiting head teachers. They all agreed with our assessment of the children's attainment, validating staff professional judgement.

During tracking meetings, staff appeared more confident when explaining the completion of levels; thus offering a more robust assessment period, leading to learning and teaching experiences that are effective and well-pitched.

Next Steps:
Identify a few next steps linked directly to progress and impact for this priority
If there are numerous next steps does this need to be a continued priority for following session?
- Explore the Fife Moderation and Assessment Pack further and embed good examples of practice
- Continue to develop the Big Write Assessment tool in line with the Fife Moderation and Assessment Pack
- Develop a more consistent approach to repeated genre to ensure next steps can be built upon

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Attainment of Children and Young People (Primary and Secondary)

Attainment evidence/Achievement within a level information from ELC/school from this session
Successes and gaps identified throughout session (this should link to improvement plan for session 2023- 2024)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	67%	67%	100%	100%
P4	75%	75%	75%	75%
P7	78%	67%	100%	67%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
P1	67%	100%
P4	75%	75%
P7	67%	67%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
68.0%	67%	72.9%	75%

Evaluative statement of attainment over time.

- The majority of children are making good progress towards national expectations
- By the end of P1, all children achieved early level in numeracy
- By the end of P4, most children are achieving their national expectations within literacy and numeracy
- The majority of P7 pupils achieve second level by the end of their year**.**
- Small numbers within stages help account for large differences in attainment and provide challenge for measuring attainment across the years.

Evidence of significant wider achievements

- Our P7 children have deepened their faith and proven to be effective contributors to our parish community by leading our Masses, including Cluster Masses and we have invited our parishioners to our coffee afternoons to celebrate with our pupils. 3 of our P7 children continued their faith journey by making their Sacrament of Confirmation with those from St Margaret's Primary School. These children also developed as confident individuals when representing our school during the Saint Margaret's Pilgrimage, the first time that Holy Name has been represented.

- Our pupils were offered a number of opportunities to develop their performance skills and develop as confident individuals. Most notably the nativity show, McTivity, where we celebrated Scottish culture through a Christmas lens and our end of term whole school show presentation of Matilda that involved singing, the creation of props and scenery, and dancing. Older pupils enjoyed opportunities to add their creative input to these performances.

- Transition was also supported through creative, opportunities to perform. Our violinists joined with others to share their success and team-work in the St Columba's Play Day. St Columba's staff taught workshops in school so that P7 children were able to perform in the St Columba's Christmas concert. Several of our children showcased their musical talents during this performance.

- Our families reported during evaluations, that they feel as though the school is back to pre-Covid times. Our whole school community benefit from community engagement activities such as the sponsored walk and coffee mornings devoted to family participation. During the coffee mornings, pupils showcased their learning, whilst developing their confidence and promoting their creative skills. P5-7 developed skills as entrepreneurs attempting to sell their WWII book, sharing creative writing stories about their learning of the topic as successful learners; this was to help fund their workshop from History Alive, deepening their understanding of the War through storytelling and the use of props.

- Our older children in P6/7 supported transition activities and taught younger children to develop their sporting skills. Leadership skills were developed through whole school activities and House competitions. Our school values, particularly Love, were shown through our school trips, e.g. to the Pantomime where older children modelled behaviour and supported younger children.

- P5-7 developed their responsible nature and understanding of substance misuse through the Smoke Factor Programme. They showcased what they had learned through their digital participation in the live interactions.

- Through outdoor education and the use of community facilities such as the outdoor classroom and school library, children developed a range of skills within their community; this included risk assessing when climbing trees, learning the importance of our environment and regularly utilising team working skills whilst recognising the importance of becoming responsible citizens.

- Four children from our P7s confidently entered the Rotary Quiz, competing for the first time in many years. They showed great collaborative skills as a team and commitment to revision through practise quizzes/study.

- Four P5/6 children were trained as Junior Leaders to support the resilience and creativity within our playground. This programme also encouraged our Leaders to develop leadership and organisational skills.

- Our P6 children were confident individuals, representing our school in the 'Topping Out' ceremony for the new Dunfermline Campus.

- Some of our children in the younger years are showing their skills as responsible citizens by growing potatoes and taking care of plants.

- Working with external partners such as the Police, Lifeguards and the Fire Service, our children were supported in becoming more responsible citizens.

- Our P7 children enjoyed the residential camp with our cluster schools to strengthen transition opportunities, challenge their independence skills and collaborative team spirit. All our pupils showcased our school values of Love, Respect and Hard Work whilst at camp, meeting their new S1 peers and high school teachers.

- Building stronger links between the two schools through the joint headship and encouraging both pupil bodies to develop collaboratively; Holy Name and St. Serf's entered many sporting events together – football, basketball, tennis and badminton. Multiple football competitions have been held throughout the year both within and out with our Cluster, with a focus on skill and good sportsmanship. Active Schools held a badminton lunchtime club for a term, afterwards our P7 children were recognised in the Dunfermline Press for their achievement in badminton. Our P3 children were effective contributors, showing great skill in tennis and developed their resilience to win the Dunfermline tennis competition as a team.

Feedback from External Scrutiny

Extended Learning Partnership: Review Strengths and Areas for Improvement

Areas of Strength:
- The school was identified as being welcoming, calm and a safe environment for all with school values well embedded
- A positive ethos was noted in all classes
- Quality learning environments that reflect current learning and showcase the range of attainment and ability was included in all classes
- Triangulated evidence identified the school community as a family, with all in the focused parent group stating that school staff know their child very well
- Pupil voice is evident in all classes. The focus group identified how their views have been acted upon and felt they had an adult they could speak to with any concerns
- Parents reported that communication was effective with any issues/concerns addressed quickly by friendly, approachable staff
- Effective deployment of PSAs to support wellbeing and attainment was noted
- All examples of writing that were moderated was corroborated
- All children could identify resources that would be used to help their writing improve
- There are leadership roles evident across almost all stages

Areas for Development:
- Fully embed nurture as a provision and include family engagement more actively within the process
- The use of I.T. to support homework; building on the learning that we took from during Covid
- Continue to raise attainment within writing

PEF Evaluation/Impact 2022-2023

Targeted Interventions *(all planned targeted interventions should be reported on)*
- Good attendance is a priority for all pupils within our school and is a Priority for Fife. We have identified five individuals across the school living in SIMD1 & or FME where absence is a cause for concern

Progress:
What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

We identified six children, with a view to improving attendance. Staff worked with families and contacted outside agencies to offer support when necessary. Meetings have been held and various measures put into place, including linking with a Family Worker.

All staff received CPD input on attendance and recognised this may link with child protection procedures. All staff were given clear roles and responsibilities, recognising that increased attendance is achieved through working together; this linked with our Nurture Improvement Priority. Attendance was regularly reviewed by the SLT team and communication with families ongoing. This will continue to be a priority next year.

Families were sent Sways and information regarding the importance of attendance.

Impact:

One of our targeted group has increased attendance by 10% this year. For those within the targeted group whose attendance has not increased, measures have been put in place and additional support has been sought/given.

Support staff help children who arrive later to school by ensuring they are in a place to learn. Breakfast is often offered and helps support routine and a mindset for learning. Over the last term, for some families, children arrived to school earlier reducing the number of late arrivals.

Some families reported that they needed to take children on holiday during term time due to the price of holidays within this current financial market.

Targeted Interventions *(all planned targeted interventions should be reported on)*
Consistently writing has remained low within literacy. A number of pupils carry specific challenges which impacts on attainment. Priority will be focused on P7 to raise their writing attainment. Lessons learned from the QI Model for Improvement will be used to support rhyme in the development of literacy within P1 and P2.

Progress:

Targeted support was given to P4 and to P6 after careful analysis of data and necessary application of support. CPD was given to support staff with reading and blending words from the CT and SfL teacher. Daily opportunities were given to increase reading expertise.

Due to staff absence, CPD was needed to train new members of staff on assessment procedures, most notably Accelerated Reader; this was achieved through the close links with St Serf's staff as part of the joint headship.

The use of ICT has been deployed and supported by PSAs within classes during writing times. Support staff have extended pupils' learning through questioning, target setting and feedback (linked with the high quality feedback work of our first improvement priority).

In the final term, the school did not have a support for learning teacher, with all staff working together to continue the learning and support needed for each child.

Impact:

PSA staff were able to print reports, liaise with class teachers and offer targeted next steps based on assessment.

Most children working with support staff increased their reading and spelling age over the course of the year. The majority of pupils are more independent, requiring less support. Most of these children are proud of their achievements – wanting to share progress with staff and their families. The attainment gap for most children has been reduced. For the minority of children, they have closed the gap.

Support staff report the ability to deploy strategies learned, with other children.

Targeted Interventions *(all planned targeted interventions should be reported on)*
We have identified a group of 4 pupils who are displaying increased distressed and deregulated behaviours. This is having a negative impact on the teaching and learning classroom environment and their own attainment and achievement especially in reading, writing and numeracy.

Progress:
What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

CPD training on a local authority level for trauma informed practices was undertaken by teaching and support staff; linking with our Nurturing Priority – see information above. Transition times were identified as requiring further support so nurture or game based learning was used for smoother transitions.

PSAs have worked with children such as Junior Leaders to set up playground activities. Playground games and equipment are regularly reviewed.

PSA support and CT support were given within class lessons regularly with specific targets related to literacy and numeracy offered.

The educational psychologist worked with support staff to offer individual strategies that can be used to support. Nurture programmes have been undertaken and a nurture and play rooms created in consultation with children. CPD was provided by PT for model for improvement approaches; these were deployed to identify those requiring support.

Impact:
What impact has the progress/work undertaken had on improving the outcomes of your children and young people?
What evidence do you have? Quantitative or qualitative to support this impact
Impact statements should be written evaluatively eg almost all, most, majority etc

Meaningful relationships built on trust have helped pupils who arrive at school feeling anxious or overwhelmed. Almost all targeted pupils have engaged in a nurture programme and have developed strategies that support regulation. These are utilised with varying degrees and will continue to be supported by school staff and outside agencies next year.

Alternative curricula have been put in place for some children, supported by all staff.

Less incidents have been recorded in the playground after more structured play and games have been introduced.

The majority of children within the targeted group are now on track to achieve national expectations and have increased their reading age by two years this academic session.

School/Setting Name Holy Name RCPS

<table>
<tr><td colspan="5" align="center">NIF Quality Indicators (HGIOS 4) School Self- Evaluation</td></tr>
<tr>
<td>Quality Indicator</td>
<td>2020 -2021</td>
<td>2021- 2022</td>
<td>2022-2023</td>
<td>Inspection Evaluation
(since August 2022)</td>
</tr>
<tr>
<td>1.3 Leadership of change</td>
<td>Very Good</td>
<td>Good</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>2.3 Learning, teaching and assessment</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>3.1 Ensuring wellbeing, equity and inclusion</td>
<td>Very good</td>
<td>Good</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>3.2 Raising attainment and achievement</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td></td>
</tr>
</table>

Headteacher _____ (who completed SQR)

Appendix B - Session 2022 -2023 Improvement Plan

National Improvement Framework Priority:
Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children

Cluster Focused Priority: Develop approaches to digital learning that improve experiences and outcomes for learners, with a focus on transition, pupil voice and curriculum

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
3.1 Ensuring wellbeing, equality and inclusion **2.3 Learning, teaching and assessment.** **1.3 Leadership of change**	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All learners experience a broad and progressive ICT curriculum that enhances and supports learning and teaching. All P7 learners will engage in a digital pilot to support transition. Digital platforms are used to support professional learning across the cluster.	• Use of new Fife planning formats. • Organise devices to support embedding digital skills across the curriculum. Class teachers will be digital leads who will lead workshops to upskill colleagues across the cluster and provide regular support. • Professional Reading – Fife Digital Roadmap Strategy • Professional dialogue • Share good practice on high-quality teaching and learning through ICT ideas/plans • Follow-up classroom practice/projects set	Cluster PTs and DHTs across the Cluster High school SLT and Faculty PTs Class teacher changing own practice (distributive leadership in own schools) Class teacher digital leads Digital pupil school ambassadors	Digital FORM audit tool with an opportunity for staff to identify themselves as digital leads. Parent consultation. Pupil questionnaires Ongoing feedback from sessions (evaluations and questionnaires, menti metres etc) Evidence from peer/SLT classroom visits Evidence from LP visits/Cluster HT Visits	June 23 meeting to establish aims/objectives August/September 23 gathering data session October/November 23 cluster workshops offered Standing agenda item on cluster HT meetings. Review at September, November, February 24, April 24 Cluster meetings to analyse data and outcomes Custer staff to come together in term 4 to evaluate

Digital Technologies are used to continue developing Pupil Voice.	Learners use collaborative tools to demonstrate learning. Pupil Groups collaborate to explore aspects of school improvement using How Good is OUR School.		VSE to gather impact and evidence Data gathered from Improvement methodology to supported targeted interventions Track targeted PEF, SIMD 1+2 groups using Power BI Increased use of attendance tracking data to identify pupils with low attendance resulting in gaps in learning. Individual schools will draw on the experience of the	

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

National Improvement Framework Priority:				
Improvement in children's wellbeing				
School Improvement				
Focused Priority: To ensure that all/nearly all children in school feel nurtured by June 2024				

HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
3.1 Ensuring wellbeing, equality and inclusion and 3.3 Increasing creativity and employability **2.5 Family learning & 2.7 Partnerships** **1.3 Leadership of change**				

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Almost all children will have an understanding of nurturing experiences/ethos	Further embed universal provisions for a nurturing school by identifying good practice across the Cluster/Fife and by engaging further in professional reading	SLT, Educational Psychologist and all staff	Digital FORM based on HNIOS. Parent consultation. Pupil questionnaires. SHANARRI wheels	Baseline questionnaires for stakeholders Aug 23 Termly Staff meetings as per QA calendar (bi-termly)
Universal approaches to nurture will be evident in all classrooms/areas of school	Engage further with the HNIOS documents/audits related to the 6 Principles of Nurture CPD for all staff on targeted and universal approaches for nurture	SLT and all staff SLT and educational psychologist	Ongoing feedback from sessions (evaluations and questionnaires, menti metres etc) Evidence from peer/SLT classroom visits	Inservice
Individual children will be supported through additional/intensive provision	Work with external partners/agencies to continue supporting individuals	SLT and external partners	Evidence from LP visits/Cluster HT Visits	Ongoing – evaluated monthly

Families have a better understanding of what a nurturing environment is	Opportunities for families to engage in learning more about nurture – offer shared experiences for families through Shared Learning etc.	Families, SLT, educational psychologist, CTS	VSE to gather impact and evidence	Termly
Leadership opportunities are available for children	Build on discussions/pupil voice to ensure that children feel 'heard'. Continue use of Question Box and How Good Is OUR School	CTs, all staff and all pupils	Track targeted group for nurturing intervention using a range of methods and assessments suitable to individual needs. Summative and formative assessment.	Bi-termly
			Attendance of families for events	
			Evaluation of pupil Voice – Return of the magic number groups.	

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

National Improvement Framework Priority:
Improvement in attainment
Curriculum and assessment
Focused Priority: : By June 2024 the number of children achieving expected stage-related outcomes in writing at Holy Name RCPS will increase from 67% to 75%.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
3.1 Ensuring wellbeing, equality and inclusion and 3.3 Increasing creativity and employability **2.5 Family learning & 2.7 Partnerships** **1.3 Leadership of change**	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All staff have a clear stretch aim for raising writing attainment in their class. This focus on making improvements at class level leads to targeted support for individual children and close monitoring of their progress. All children can use a variety of tools to help them plan and develop ideas for writing. This supports them to extend their ideas and communicate using structured written approaches.	• Stretch targets set for every class through monitoring and tracking discussions. • Develop modelling of writing and use of planning tools, making explicit links between these and how they support writing • A planned progressive structure is in place to ensure that all children experience a range of genres	SLT, CTs CTs, PSAs, children, SfL and SLT	• Progress of each class towards stretch targets (% increase in attainment at each stage) • Evidence of planning being used to support writing drafts in jotters • Daily opportunities in all classes for children to regularly engage with a range of quality fiction and non-fiction texts • P3-7 children able to talk about how planning links to their writing • Focus groups: Children able to identify	From Aug 23 From Oct 23 From Oct 23 From Jan/Feb 24 From Jan/Feb 24 Termly QI and LP visits

	• ICT to support and enhance pupil outcomes in writing		techniques that good writers use through engagement with a range of quality texts and models	From Aug 23
All children working within Early and at the beginning of 1st level are able to see the relevance of written texts in our daily lives through a literacy-rich environment and develop their reading and writing skills as they engage in purposeful play.	• Develop a literacy play based environment (P1-4) building on the work from last year SEIC • Develop the use of the observational checklist for observing play	CTs and PSAs	• Staff moderation of writing across stages, cluster schools and high school • Observations of support staff employing a wide range of supports when helping children	Termly Termly
Reading for enjoyment is firmly established as part of the culture of the school and links between reading and writing are used to support all children to develop their skills as writers.	• Continue the use of the community library • Family reading events • Engage children more in accelerated reader scheme • Celebrate reading as a school – e.g. reading for enjoyment within assembly	Librarian, CTs and PSAs, SLT, families and children	• Children experience a wide range of genre and ICT opportunities as evidenced through class work • Tracking discussions • Attainment spreadsheet	Termly Termly Bi-annually
Through staff professional learning & moderation, staff have increased confidence in approaches that are working effectively for individual children and supporting them to make very good progress as writers.	• Support staff professional learning around writing development & ways to support writing • Moderation & assessment of writing using Fife writing assessment pack	SLT, CTs, Cluster Pedagogy Team?	• Attendance at family events	
Ongoing Evaluation				

This should be updated as part of on-going cycle of self-evaluation

Attainment Fund Rationale	Raise attainment in Writing P4 & P6	Amount of Fund	£6,345

What is the rationale behind your identified actions? What are your gaps? To increase writing attainment in P4 and P6 as these year groups contain children who need support to stay on track or small intervenitons to be on track to achieve national expectations			
Expected Impact	**Interventions Planned**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Impact on learners Ongoing evaluation Dec/June**
Intervention What are we trying to improve? Your aims should be specific and targeted i.e. increase x to y by Z. **Intervention 2** To raise attainment in P6 from 60% to 80% of all children confidently on track. In P4, from 50% to 75% of all children confidently on track.	Max 200 words. How does this intervention tie in with your rationale? 1. Baseline writing assessments to be completed with identified learners. 2. Phonics and grammar assessments will be used to identify gaps and next steps. 3. Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. 4. Clear, individual SMART targets with the use of editing to self/peer assess with support from CT and PSA 5. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 6. PSA will support individuals as identified. 7. Regular attainment meetings will identify the progress for the identified children (at least every 8 weeks).	How will evidence be gathered – data, views, direct observations? 1. Summative writing assessments. 2. Regular assessments using AR and IDL and SWST 3. Attainment discussions/ records will identify trends and improvements. Regular tracking meetings with SLT, Teachers and PSA as required.	What has been the impact?

| Attainment Fund Rationale | Raise engagement in learning | Amount of Fund | £12,000 |

What is the rationale behind your identified actions?
What are your gaps?

We have identified a group of 5 pupils who are displaying distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention What are we trying to improve? Your aims should be specific and targeted i.e. increase x to y by Z. **Intervention 3** By June 2024, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.	Max 200 words. How does this intervention tie in with your rationale? 1. Daily nurture sessions for identified pupils 2. Provide leadership opportunities 3. Provide an alternative curriculum when necessary 4. Consider ways to communicate more effectively 5. Skills analysis completed for all pupils. 6. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted.	How will evidence be gathered – data, views, direct observations? 1. Attendance and engagement data will be gathered daily. 2. Individual pupil targets will be created and monitored based on a range of data sources 3. Leuven's scale data Identified pupils'S engagement in their learning will increase (age and stage dependent).	What has been the impact?

Appendix D – Pupil Equity Financial Plan Session 2023- 2024

Pupil Equity Funding Actual Spend - April 2023

School	Holy Name RC Primary School
PEF Allocation 2021/22:	£ 18,375.00

2022-2023 Projected/Anticipated Spend

Literacy

Category	Brief Description	Cost
Literacy resources	Clicker subscriptions	£ 163.00
Total Spend		£ 163.00

Numeracy

Category	Brief Description	Cost
Numeracy Online Subscription	Sumdog	£ 262.50
Total Spend		£ 262.50

Health & Wellbeing

Category	Brief Description	Cost
Total Spend		£ -

Staffing

Staffing	FTE	Cost
PSA 2	10.5 hrs	£ 7,589.00
Acting PT		£ 10,361.00
Total Spend		

Other

Category	Brief Description	Cost
Total Spend		£ -

Amount of spend planned	£ 18,375.00

Unallocated spend	£0.00