

**School: St Conval’s Primary School Session: 2022/23**

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| **EVALUATIVE STATEMENTS** |
| **Quality Indicator****1.3** Leadership of Change | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Developing a shared vision, values and aims | * All staff show a strong commitment to promoting our schools Vision, Values and Aims. There was an opportunity for almost all staff to review and reflect on our Vision, Values and Aims through work carried out on refreshing our Curriculum Rationale.
* Almost all pupils are aware of the schools Vision, Values and Aims. The values are referred to in classes and assemblies and are used to promote positive behaviour. House captains continue to play an important role in promoting our schools Vision, Values and Aims.
* Across the school, a strong ethos of collegiate working has been maintained. All staff participated in individual and collective professional learning, improving outcomes for learners. Teacher Learning Community (TLC) continued this session and will remain a key element of how we share good practice and build capacity and confidence of practitioners as leaders of learning. TLC priorities were further shaped using feedback from learning observations
* Staff at all levels are aware of the social, economic and cultural context of our local community which helps to guide the vision, values and aims of our school.
* Staff at all levels are aware of the importance of identifying and closing attainment gaps. Almost all staff have high expectations and aspirations for learners. Through professional dialogues and learning observations; they show a strong commitment to meeting the needs of all learners.
 | * **Vision, Values and Aims stickers -** all school staff award these to pupils for displaying school values. The use of stickers is directly linked to house points.
* **Pupil dialogues**
* **Professional dialogues**
* **TLC meetings**
* **Feedback from observations**
* **PC Meeting minute**
* **Working Time Agreement**
* **Tracking meetings**
* **Quality Assurance Paperwork**
* **Peer Observations**
* **CAT Meetings**

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| Strategic planning for continuous improvement | * The leadership team work closely to provide strategic direction for the school and to ensure high expectations are set for all pupils. The leadership team meet weekly discussing items such as pupil and staff wellbeing, achievement and attainment, teaching, learning and assessment, school improvement planning and school business. They work with all members of the school community to lead and support improvement.
* SIP is a live document which is displayed centrally and is closely monitored and updated; with all teaching staff involved in the auditing process.
* The leadership team provide strategic support and guidance in relation to current local/national priorities and new initiatives/ developments to improve outcomes for pupils. They work closely with staff to ensure change happens at a realistic pace and reduces rather than increases bureaucracy.
* There are robust quality assurance procedures in place to track and monitor, this is then used to inform and plan for improvement. Our quality assurance calendar is maintained and clear next steps identified and communicated through our weekly diary, inset days and weekly staff meetings.
 | * **Glasgow’s Improvement Challenge documentation**
* **SIP**
* **Quality Assurance Calendar and feedback**
* **Parent Council Meetings**
* **SLT meeting minute**
* **HT Record of meetings**
* **Weekly diary**
* **Staff meeting minute**

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| Implementing improvement and change**How have you ensured that staff at all levels take responsibility for implementing change? (Where appropriate make explicit reference to the role of additional staff e.g. Challenge Leaders of Learning (CLOLs), PTs Raising Attainment.)** | * Almost all staff take responsibility for implementing change and promoting equality and social justice across all their work.
* The capacity for leadership at all levels has been enhanced through the provision of opportunities for teaching staff to lead the development of aspects of our approach to the four contexts for learning.
	+ N Campbell- TLC, RE Coordinator
	+ W Slaven- Play Pedagogy
	+ V MacLean- CLOL
	+ K McLennaghan- DLOL
	+ A Scully – Expressive Arts Coordinator
	+ M MacDonald- Modern Languages
	+ A McCormick – Learning for Sustainability & Senior Mental Health Lead
	+ A De Kanter- EAL
	+ All class teachers leading a pupil voice group
* Through engagement with our school profile almost all staff are developing a more informed approach to the social, economic and cultural context of our school and how this impacts on our leadership of change.
* Through engaging with HGIOS 4 challenge questions almost all staff have demonstrated a clear understanding of the schools’ strengths and areas for development based on a range of evidence. This led to the identification of priorities in our School Improvement Plan.
* All staff fully embraced in the opportunity to participate, as a pilot school, in the Collaborative Improvement Process. Participation in the process led to the identification of more informed next steps in our improvement journey.
* Almost all staff use SIP and CIP priorities to audit practice and plan next steps and CLPL during Learning &Teaching/ Tracking Meetings.
* School improvement is a feature of Parent Council meetings.

Members have an understanding of the school’s self-evaluation processes and are consulted on future priorities. Minutes are shared with all parents/ carers.* All Parents/Carers were consulted via questionnaires as part of self-evaluation of SIP.
* House Captains and representatives from the Pupil Council engage in self-evaluation using the 5 themes and discussion questions from How Good is OUR School. They confidently identified our schools’ strengths and areas for improvement.
* Pupil voice groups established across the school and enhancing pupil voice opportunities on school improvement.

**GLASGOW’S IMPROVEMENT CHALLENGE*** All teaching staff are involved in the *Teacher Learning* Community; all staff feel this forum gives them autonomy, facilitates professional collaboration and has led to improvements in classroom practice, particularly around pupils leading their own learning.
* CLoL continues to provide support and guidance to all staff in developing their confidence of Literacy for All and Glasgow Counts approaches.
* Refreshed whole school approaches to planning for learning, teaching and assessment in the areas of Literacy and English and Numeracy and Mathematics have been successfully established.
* CLoL & SLT supported the establishment of TIGs and progress was monitored through tracking meetings and is evidence in HIGOP
* V MacLean attended CLOL/ GIC training, DHT& HT have also engaged with GIC leadership programmes.
* A De Kanter (EAL) has engaged in the ‘Facts, Story, Action’ approach to successfully plan early intervention for P1 learners.
* K McLennaghan attending Apple coaching and completed project.
 | * **CLPL calendar**
* **PRD Meetings**
* **Tracking meeting records**
* **Staff self-refection records using SIP and CIP priorities**
* **School Prolife**
* **Parent and pupil feedback**
* **Parent Council Minute**
* **Pupil Council Minute**
* **Pupil feedback on How Good is OUR School discussion questions**
* **Records from staff whole school self-evaluation activities**
* **‘You said’ ‘We did’- Pupil Voice display**
* **HIGOP**
* **Collaborative Improvement Engagement and Planning Process Record**
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| What would be your next steps in this area for improvement?* Continue to raise confidence in the use of benchmarks and professional judgements supported by evidence of achievement.
* Continue to support teaching staff to consistently use attainment data to interrogate, monitor and discuss next steps and track progress for all. (particularly interventions linked to GIC and PEF)
* On-going evaluations of impact of interventions supported by evidence.
* Further develop effective mechanisms to consult with all stakeholders and show how their views inform and change the school. Ensuring that all parents/carers have an opportunity to have their say on school improvement. Continue to develop opportunities for pupils to have their say on school improvement using HGIOS pupil version.
* Continue to develop TLC approach and also engage in a collaborative enquiry to support empowerment of staff and raise confidence in their role as leaders of learning.
* Show a commitment to building capacity for leadership at all levels by providing opportunities for staff to undertake leadership roles and be involved in leading aspects of school improvement.
 | Overall EvaluationExcellent**Very Good****Good** | SatisfactoryWeakUnsatisfactory |

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| **EVALUATIVE STATEMENTS** |
| **Quality Indicator****2.3** Learning, teaching and assessment | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Learning and engagement | * Almost all staff are aware of the principles of nurture and have been introduced to Applying Nurture as a Whole School Approach. They demonstrate a commitment to a nurturing ethos to support the growth and development of all children.
* Promoting Positive Relationships Policy was launched by Pupil Voice Group (P3) and shared with Parents/ Carers.
* Almost all learners are actively engaged in learning experiences and are showing a growing independence in their approach to their learning journey. Exploring metacognitive strategies and setting learning goals is impacting positively on learner ownership.
* Achievements both in and out of school are celebrated through weekly assemblies.
* Staff and partners work effectively together to meet the needs of learners through effective use of professional learning, support and specialist resources.
* Learners’ needs are identified early and through appropriate staged intervention procedures, assessment, intervention and targeted supports are provided as required. Staff, parents, pupils and partners worked together to achieve the best outcomes for learners. The ASL coordinator has robust procedures in place and this has a positive impact on the identification of potential barriers to learning and strategies to meet the needs of all.
* All staff across all stages use a range of teaching approaches, with almost daily opportunities for individual, partner, group and whole-class learning.
* P1 class teachers have been part of Inclusion Support & Development Group which has positively impacted on the learning and engagement of P1 learners with ASN.
* Pupil council and pupil voice groups are having a positive impact on learner engagement in the life and ethos of our school as a community.
 | * **CLOL PRD evidence**
* **Professional dialogue/Tracking meetings**
* **Classroom observations**
* **Pupil dialogue**
* **Minutes of Pupil Voice Group meetings**
* **Promoting Positive Relationships Policy**
* **Child Wellbeing Plans and ASL Profiles**
* **ASL Overview**
* **Learning, Teaching and Assessment Framework**
* **Evidence of learner engagement on Seesaw and Twitter**
* **Questionnaire feedback from Parents/ Carers March 2023- 91% reported their child could talk with a degree of confidence about their learning. 69% of children would talk about their Learning Goals.**
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| **Quality of teaching****To what extent are changes to pedagogy consistently embedded across classes and how has teacher collaboration had an impact on this?** | * Through classroom observations it is evident that almost all teaching staff effectively use learning intentions and success criteria to communicate learning.
* Almost all teaching staff use questioning with consideration of the development of higher-order thinking skills in learners.
* This session all most all pupils have had opportunities to take their learning beyond the school environment, to engage in outdoor learning and to work with specialists or visiting agencies.
* Participation in the Pilot Residency School at The Burrell Collection, Clyde in the Classroom, Mock Court and twining with Los Guindos School in Malaga are some examples of creative approach to learning and teaching.
* The use of ICT as a teaching tool has been enhanced by opportunities for staff to raise capacity through CLPL at inset days and sharing of practice at CAT meetings; this was evident during observations.
* Almost all teaching staff engaged in the Peer Observation Leading to Learners Improvement (POLLI) approach to inform next steps for TLC.
* In consultation with May Geddes our approach to Playful Pedagogy has been further enhanced and we will be applying for accreditation.

 **GLASGOW’S IMPROVEMENT CHALLENGE*** ‘Glasgow Counts’ and ‘Literacy for All’ approaches and resources are evident in almost all classrooms.
* Staff are growing in confidence in using the benchmarks to support professional judgements.
* Pupils across all stages have access to a variety of resources to enrich and support their learning, including digital technology.
* XMA iPad training for P5,6,7
 | * **Classroom observations**
* **Pupil dialogues**
* **Classroom environments**
* **Tracking meeting records**
* **CLPL records**
* **CAT meeting records Record of Trips and Visiting Agencies**
* **Inset day agenda**
* **Questionnaire feedback from Parents/ Carers- 93% reporting feeling that their child was making good progress in their learning.**
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| **Effective use of assessment** | * The school’s assessment policy and framework ensure assessment is integral to planning for learning and teaching; processes and systems for gathering and recording assessment evidence are proportionate and manageable.
* Almost all staff use a variety of assessment approaches, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a range of ways and in different contexts across the curriculum. This evidence is then used to inform and plan next steps in learning and teaching.
* Our approach to moderation has been further developed: Almost all staff have been introduced to the moderation portal and engaged in moderation at school and cluster level. DHT participated in Quality Assurance and Moderation Support Officer QAMSO programme.
* Almost all staff attended training on the effective use of assessment from authority assessment lead Sharon McGeever which will help inform future practice.
* Audit of whole school approach to assessment was carried out by SLT and almost all teaching staff and clear next steps established
 | * **Forward plans**
* **Evidence in Assessment Boxes**
* **Classroom observations**
* **Jotter Monitoring**
* **Pupil Dialogues**
* **Assessment Grids/data**
* **Tracking meetings**
* **Feedback on cluster moderation exercise**
* **Audit of whole school approach to assessment**
* **Cluster Moderation Evidence and Practitioner Feedback**
 |
| **Planning, tracking and monitoring** | * Progressive planning in Literacy and English and Numeracy and Mathematics has been successfully implemented and is positively impacting on planning for teaching, learning and assessment.
* A system for monitoring planning and evidence of learning is well established and used to inform next steps in practice and learning.
* Learning conversations were undertaken with pupils from all classes and feedback will inform next steps.
* Robust systems are in place to identify, plan for and support all pupils with specific additional support needs.
* The school’s ‘Pupil Progress Meeting’ pro-forma facilitates robust SLT-Class Teacher dialogue around the attainment of all pupils as well as helping identify, plan and support children facing specific barriers to their learning, including poverty-related barriers and Adverse Childhood Experiences.
 | * **Forward plans**
* **Forward plan feedback**
* **Pupil learning conversations**
* **ASN overview**
* **Wellbeing plans**
* **Pupil progress meeting proformas**
* R**ecords of learning conversations with pupils from all classes**
 |
| What would be your next steps in this area for improvement?* Continue to engage with Teaching Learning Communities (TLC) to allow staff to revisit aspects of learning and teaching and further develop their classroom practice.
* Engage with authority cycle of moderation experiences.
* Revisit and update our whole school assessment framework and develop our approach to holistic assessment.
* Continue to develop, in partnership with pupils, opportunities for pupils to become involved in planning learning.
* Staff use agreed collegiate time as an opportunity to reflect on and share their own practice in learning and teaching, learn from each other and discuss current research.
* Enable staff to critically engage with research, policy sources and developments in learning and teaching, apply relevant findings, resulting in increased resilience and confidence to lead learning and better support learners to initiate questions about their own learning and progress.
* Further develop our approach to promoting metacognitive strategies.
* Further develop the use of learning goals initiative as a whole school approach to supporting learners to set targets and have ownership of their learning journeys.
* Continue to develop the ability of learners to give effective feedback to peers on their learning and suggest ways in which they can improve.
* Continue to promote learning beyond the classroom and outdoor learning to enhance learner experience and levels of engagement.
 | Overall EvaluationExcellentVery Good**Good** | SatisfactoryWeakUnsatisfactory |
| **EVALUATIVE STATEMENTS** |
| **Quality Indicator****3.1** Ensuring wellbeing, equality and inclusion | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| **Wellbeing****What is the impact of additional evidence-based interventions in supporting the well-being of targeted learners?** | * Our school community has shared values which help support the wellbeing of both pupils and adults; these are promoted and reinforced across the school on a daily basis.
* All staff show a strong commitment to developing our whole school nurturing approach; almost all staff have complete nurture training and an ACE awareness session. These training sessions have impacted positively on our whole school approach to supporting the wellbeing the needs of all pupils. Parental/ carer feedback indicates positive impact of our commitment to Nurture.
* Pupils at all stages complete Health & Wellbeing Survey’s and the results, along with professional judgements, parental views and local knowledge are used to monitor the wellbeing of all.
* Wellbeing is a key feature of our tracking meetings and data is been added to our tracking overview. Analysis of this data then leads to timely interventions.
* Almost all staff, and our Pupil Council have contributed to the development of our Promoting Positive Relationships Policy which was launched this session. This policy is underpinned by the ethos of our Catholic school and demonstrates our commitment to our shared values and promotion of mutual respect,
* All pupils across all stages have daily opportunities to be physically active and this is leading to increased levels of fitness in most pupils. We have welcomed opportunities to engage with: B Positive Fitness, Active Schools, Sports Leaders, Determined 2 Dance, Rangers Football Club
* The Daily Mile initiative is a whole school approach at St Conval’s and we continue to seek ways to invigorate the approach with fun challenges.
* We have a wide variety of afterschool and lunchtime clubs available to children at all stages.

**GLASGOW’S IMPROVEMENT CHALLENGE*** Life links have been engaged to provide one to one counselling sessions.
* Seasons for Growth Programme has been re-established within the school and sessions have been delivered to a targeted group.
* Play and Art Therapy sessions have also been delivered to target pupils.
* With input from pupils and our EP we developed a nurturing space within the school and also establish social emotional wellbeing groups. The space is used daily and is having a positive impact on the wellbeing needs of our most vulnerable children. Our social emotional wellbeing groups progress has been tracked and positive gains have been identified for almost all pupils.
 | * **0% exclusions**
* **Parent/ Career Questionnaire March 2023**
* **Wellbeing Tracking**
* **Tracking meetings**
* **Observation in playground**
* **Parent Council minutes**
* **Pupil voice group minutes**
* **Pupil dialogue**
* **Forward plans**
* **Health & Wellbeing Survey**
* **Records of Specialist**
* **Outdoor Learning Survey**
* **LEAF Group**
* **Active School Coordinator Data & presence within school**
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| **Fulfilment of statutory duties** | * A Child Protection policy and visitor leaflet, based on the most up-to-date GCC guidelines, ensures all visitors to the school are clear about the school’s CP procedures.
* All current staff completed CP training in August 2022.
* Robust systems are in place to identify and plan for children requiring additional support. Staff involve pupils and parents in developing personalised, measurable targets. This has ensured children are getting appropriate supports to experience success.
* EAL pupils are well supported within the school and their progress is tracked and monitored. This session we have further established consistency of practice in this area as we have used EAL staffing allocation and PEF to create a 1fte, with A De Kanter fulfilling this remit.
 | * **ASN procedures**
* **Wellbeing Plans**
* **ASN overview**
* **Child Protection policy/files**
* **Collegiate agreement**
* **Annual calendar**
* **Tracking meetings**
 |
| **Inclusion and equality** | * P1 class teachers have collaborated with Kirkriggs Primary School which has enhanced our approach to supporting learners working a pre-early level.
* St Conval’s celebrates its diversity and actively supports all pupils to develop their understanding of other faiths and cultures. We currently have pupils from 17 different ethnic groups. Our World Cultural Diversity Day event has become annual experience which sees families coming into the school to share and celebrate their different cultural heritage together.
* St Conval’s is committed to communicating Catholic social teaching and thereby promote social justice and opportunity for all. We have an Equality Policy which guides the life and work of our school.
* We have introduced the SCES Equality & Inclusion teaching materials in all classes and this will be further embedded next session.
 | * **Vision, Values and Aims**
* **Pupil Voice**
* **Feedback from pupils and parents/carers on Cultural Diversity Day**
 |
| What would be your next steps in this area for improvement?* Continue to collect and analyse data on participation and engagement to identify and address gaps.
* Seek further opportunities for parents/carers to communicate their views on our school’s approach to wellbeing, equality and inclusion.
* Continue to develop the use of Glasgow’s Motivational Wellbeing Tool’ to all pupils consideration to pupil friendly versions.
* Further development of HWB Programme.
* Further develop the use of the SCES Equality & Inclusion teaching materials
* Continue to work with external providers to provide counselling, play and art therapy
 | Overall EvaluationExcellent**Very Good****Good** | SatisfactoryWeakUnsatisfactory |

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| **EVALUATIVE STATEMENTS** |
| **Quality Indicator****3.2** Raising attainment and achievement | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| **Attainment in literacy and numeracy****How well are our approaches to raising attainment improving outcomes in literacy and numeracy for learners, and closing the gaps the school has identified?** | * The majority of pupils are attaining at the appropriate levels and a few have exceeded these.
* Almost all staff are more confident in their own professional judgements of attainment in literacy and numeracy as a result of the development of more coherent guidance to programmes of learning, assessments fit for purpose and more consistent use of benchmarks.

 **GLASGOW’S IMPROVEMENT CHALLENGE*** **Attainment in literacy and numeracy has been positively impacted upon as a result of targeted interventions**
* **This session Chat that Counts/ Numbers Talks has been introduced and it is impacting positively on the development of mathematical thinking.**
* **Stages of Early Arithmetical Learning (SEAL) has been explored by almost all staff as way of supporting maths recovery, SEAL planners and diagnostic assessment has been introduced.**
* **Robust tracking data was used to inform the establishment of TIG’s in literacy and numeracy which focused on recovery and raised attainment in these areas. TIG’s in P1, P4 & P7 have been heavily resourced by AMcC, DHT & HT. This has included masterclasses before school for P7 writers.**
 | Teacher Professional Judgments of Achievement of CfE levels:June 2022

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| Stage | **Reading** | **Writing** | **Listening &****Talking**  | **Numeracy** |
| **Primary 1** | 68% | 61% | 81% | 77% |
| **Primary 4** | 72% | 72% | 83% | 75% |
| **Primary 7** | 68% | 68% | 86% | 68% |

* **Learning visits**
* **Forward plans**
* **Targeted interventions**
* **Pupil dialogue**
* **Professional dialogue/ Tracking meetings**
* **Quality Assurance Procedures**
 |
| **Attainment over time** | * Overall, the majority of pupils are achieving appropriate CfE levels in reading, writing, talking & listening and numeracy.
* SLT have developed a robust tracking system of attainment over time at all stages.
* When tracking progress and attainment, almost all of staff are showing confidence in using their professional judgements, benchmarking and a range of assessments to inform decisions.
* A record of interventions has been established to support the chronology of interventions and the monitoring of impact.
 | * **FOCUS**
* **Whole school tracking system**
* **Record of interventions**
* **Pupil Progress Reports**
* **Records of tracking meetings**
 |
| **Overall quality of learners’ achievements** | * All staff are committed to promoting pupil voice and participation in the life and work of our school and beyond.
	+ All pupils are a member of a pupil voice group. They have had opportunities to lead whole school events such as Lenten Service, Cultural Diversity Day, World Book Day and a school talent show.
	+ A few pupils have shared their views at Glasgow Schools Young People Forum.
	+ Pupils from P1-3 performed the Nativity at Christmas.
	+ House Captains and Pupil Council Members have used the How good is OUR school? toolkit to lead learner participation in self-evaluation and school improvement.
	+ P7 pupils successfully achieved the Pope Francis Faith Award.
	+ P6 pupils have relaunched our library and are inspiring a love of reading amongst younger children.
	+ P6 children were top Pursuer and Defender team in the West Mock Court Event.
	+ P7 Leavers Show
* Achievements have been recognised in school through Pupil of the Week and wider achievements have been recognised through display and assemblies.
* P6 children have introduced Reader of the Week which they award to a younger child.
* Almost all children embrace opportunities to be part of the local community.
	+ Pupils from P4 care for the Wee Forest at Shawhill Park
	+ P5 pupils visited local partner nurseries to read Christmas stories that they had written
* All staff embrace opportunities to work with external partners to enhance the learning experiences on offer and to take learning beyond the school:
* P6 pupils participated in Mock Court & The Burrell Residency
* P7 pupils benefited from, Clyde in the Classroom
* Pupils from P3, 4 & 7 worked with our school Chaplin Fr Carroll to prepare for Sacraments.
* Programme of outdoor learning experiences for P4-7 at Pollok Park summer term 2023
 | * **Twitter**
* **School website**
* **Pope Francis Faith Award records**
* **LEAF Action Plan**
* **Seesaw**
* **Displays**
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| **Equity for all learners** | * The school quantifies poverty-related attainment gaps for reading, writing, talking & listening and numeracy across all stages at three points during the course of each session. This data is used to direct targeted support and interventions to the school’s most disadvantaged children.
* The school quantifies gaps for attendance and participation for each stage and the school as a whole. This data is used to inform appropriate support and interventions.
* SLT provide pastoral support for a number of families and as a school staff we have a good knowledge of the challenges faced by our families socially and economically.
* A number of families are supported by the ‘Back to School Bank’. As a result of having brand new uniform, pupils feel included and financial pressures is eased for the parents.
* With the support of SSVP and our local Parish we have establish a foodbank.
* ‘The Cost of the School Day’ is given careful consideration and measures are in place to ensure that there are no financial barriers to pupils. Such as limits on fundraising and ‘Give what you can’ approach. We consult with families on the cost of school trips and have used this information to plan trips.
 | * **Pupil Progress Meeting paperwork**
* **SIMD data**
* **Uniform Bank referral forms**
* **Parental voice feedback**
 |
| What would be your next steps in this area for improvement?* Continue to embed and widen targeted interventions to help close attainment gap in particular further develop our approach to Talking and listening and Maths recovery.
* Continue to establish close professional partnerships with comparator schools across authorities to facilitate robust support and challenge around attainment and achievement through moderation.
* Fully engage with opportunities for moderation of standards at school, Learning Community and regional collaborative level.
* Utilise PEF funding to raise attainment of learners experiencing a potential poverty related attainment gap and our EAL pupils
* Develop a more consistent approach to Holistic assessment
* Continue to develop our approach to tracking opportunities for wider achievement for pupils.
* Further develop opportunities for our children to apply and increasing their achievements

through active participation in their local community | Overall EvaluationExcellentVery Good**Good** | SatisfactoryWeakUnsatisfactory |

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| **EVALUATIVE STATEMENTS** |
| **Quality Indicator****2.5** Family Learning | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| **Engaging families in learning** | * Almost 100% of pupils/families regularly engage with ‘Seesaw’
* The Leadership Team works closely with targeted parents and carers to help reduce barriers to their child’s engagement and learning and to respond promptly and practically to family circumstances. This intensive input has a positive impact in almost all cases.
* DLoL provided in-depth support to all families when accessing new platforms through video demonstrations.
* Open afternoon in Sept and also parents’ evenings are well attended.
 | * **Seesaw App**
* **Pastoral Notes**
* **Family Learning Record**
* **Records of parents’ evening**
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| **Early intervention and prevention** | * The school is proactive in reducing the cost of the school day.
* ‘Back to School Uniform Bank’ is accessed by families who require it.
* We have a twice weekly foodbank which is well used by families from across the school.
* Our Parent Council successfully applied for the Corra Foundation hardship fund which supported 67 families with Aldi vouchers to help prevent Holiday Hunger during Spring Break (April 2023)
* We have worked closely with other services such as SW and Health to support families through challenging times such as homelessness, destitution and ill health.
* Our Family Room has been well established as a hub for families where they can access support, learning opportunities and meet as a school community.
 | * **‘Back to School Uniform Bank’ referrals**
* **Pastoral Notes**
* **Grant application**
* **Family room**
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| **Quality of family learning programmes****What Family Learning interventions have you implemented to close the poverty-related attainment gap? What is the impact of these on learners and parents?** | **GLASGOW’S IMPROVEMENT CHALLENGE*** This session we have established our rationale for Family Learning and families have been provided with targeted individual and group learning experiences.
* We have had particular success with supporting EAL families through a programme of Bilingual Learning sessions and also through a homework club.
* We have an accredited sew class from Clyde College from 18th April 2023
 | * **Twitter**
* **Seesaw**
* **Records of Family learning Events**
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| What would be your next steps in this area for improvement? | * Continue to develop a programme of family learning that will lead to stronger home-school links and improved outcomes for learners. This will included a commitment to providing targeted interventions.
* Further develop our use of Seesaw with families.
* Continue to develop links with external agencies and wider community to enhance our programme of family learning.
 | Overall EvaluationExcellentVery Good**Good** | SatisfactoryWeakUnsatisfactory |

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| **Establishment Profile** |
| Headteacher/Head of Establishment (Acting) | Miss Marian Kelly |
| Senior Leadership Team | Miss Christine Healey  |
| Area/Local Improvement Group | South LIG 2 |
| Learning Community | Holyrood |
| Roll | 226 |
| FME/SIMD Profile | FME- 43% / 47% SIMD Attendance- 95% |
| Linked School Trios/Quads | St Brigid’s, St Fillan’s, St Mirin’s and OLA primaries. |