



SQUIP 2024-25

School:

Holy Family RC School & ELC

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation	Self-Evaluation (ELC)
1.3 Leadership of Change	3	4
2.3 Learning Teaching & Assessment	3	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	3	3



Section 1: School Context

Holy Family Roman Catholic Primary School is situated in the Summerhill area of Aberdeen. We serve a wide catchment area covering northwest Aberdeen and an adjoining part of east Aberdeenshire.

In 2024-25 the school saw an increase in our roll and this session the school continued with seven classes along with our nursery class. Our staffing includes Head Teacher, Depute Head Teacher, Class teachers, Support for Learning teachers, Music Specialist as well as support staff and a team of four in the nursery with a SEYP, two EYPs and a support worker. Our school is supported by our school administrator who is an important link with families and our wider school community.

The school building is very accessible as it is all on one level with two corridors extending from the main entrance of the school which holds our seven classrooms. Our classes vary in sizes with access to extensive outdoor spaces. Our nursery is a separate demountable building situated to the front of the school.

Our ELC/Nursery operates from 9am– 3pm, term-time which will continue for this upcoming session. Almost all of our pupils who attend the nursery move on to P1 giving them good opportunities to become familiar with the school as well as developing positive relationships across the school community.

Our learning spaces throughout the school include gym space, library, sensory space and a general purpose room. Our sensory spaces have been used to support play pedagogy and alternative curriculum opportunities. We have extensive outdoor spaces which have been developed as learning spaces which offer a more free-flow approach to learning especially for our P1s and P2s. To promote outdoor learning we have invested in equipment to enhance the experiences for our pupils. This is an area that continues to be developed to enhance the learning and teaching.

Holy Family works hard to celebrate the diversity across our community. Being a school with high percentage of EAL pupils we continue to develop our curriculum to reflect this diversity and the multicultural backgrounds of our pupils and families and we continue to celebrate our many cultures and faiths. The majority of staff continue to show commitment to the ethos and continuous improvement of the school.

Our School Vision & Aims

VISION STATEMENT

At Holy Family, we are a community of faith and learning working together to enable our pupils to become confident individuals, responsible citizens, effective contributors and successful learners.



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Our aims :

1. **To** create an inclusive culture of high quality teaching and learning so all can achieve
2. To celebrate each other's successes
3. To respect the values and beliefs of all
4. To develop positive partnerships across the school community.



Little school, with a big HEART

Happy

Enthusiastic

Achieving

Respectful

Together in faith



Holy Family maintains strong ties with Holy Family RC church and serves areas including Westhill, Kingswells, Northfield and Summerhill. At Holy Family, we work in partnership with home, as we acknowledge our parents/ carers as the first educators of our pupils as reflected in the Charter for Catholic Schools. Our school ethos is one of faith and learning, ensuring our pupils feel respected and included across our community. With the rich diversity within the school, we encourage our pupils to share their faith and their cultures, and we continue to build on these holistic approaches looking at the wider achievements of our pupils with pupils gaining experiences to showcase their musical talents and community spirit.



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Section 2: Self-Evaluation Summary

HGIOS QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Satisfactory
HGIOELC QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the ELC setting and its community; Strategic planning for continuous improvement; Implementing improvement and change)			ELC Satisfactory
How well are you doing? What’s working well for your learners?	How do we know? What evidence do we have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
Developing a shared vision, values and aims relevant to the school and its community Holy Family has a clear, Catholic ethos underpinned by the Gospel values which are visible in daily life of the school. Our aims are incorporated into the life of the school creating a very inclusive culture that celebrates the diversity and cultures across our school community. The SLT use our vision and values of the school to evaluate improvements across the school referencing our H.E.A.R.T regularly. They are always working to develop knowledge and skills to better manage and lead school more effectively. Holy Family’s values are evident in relationships, assemblies, liturgies and classroom practice with our	The Senior leadership team provide a strong and effective leadership. Through observations and everyday interactions, almost all pupils demonstrate our school vision and values which is commented on by visitors to school. The positive ethos that we hold is of high importance to everyone in our school and is commented on regularly as well. There have been various consultations through surveys, pupil groups and parent events in shaping our vision and values providing opportunities for families to feedback on the work of the school.	To continue to actively seek views of all stakeholders on aspects of school life and areas for development. To continue to empower staff to develop the curriculum and lead on school improvement priorities. To complete and launch Relationship policy in the session 2025-26, with emphasis placed on celebrating our pupils, on language used in our responses to pupils, self-regulation and meeting the needs of our pupils. To develop opportunities for pupils to access activities out-with the school day to support their wellbeing and wider achievement- this will be achieved through building positive relationships with partners	



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children being happy coming to school and speak positively about their school experience. SLT and staff have high expectations of both staff and children and are ambitious for our children to achieve success. All staff are ambitious for our children and work to ensure our pupils are happy, enthusiastic, achieving, respectful and this is done within our RC ethos, together in faith. Our school improvement plan provides clarity on our priority areas and child-friendly version exists for pupils. Child friendly vision, values and aims are displayed around the school and ELC, which are referred to during learning conversations and whole school assemblies. All staff and pupil contribute to the warm and welcoming ethos of the school community. All stakeholders provided with the opportunity to feedback and review the vision, values and aims at the start of the school year working together to ensure our pupils are working towards the four capacities, Within our ELC, all staff are confident in identifying the school/nursery values and SHANARRI indicators. Staff recognise these through Almost all pupils can talk about how they can feel happy in their learning, enthusiastic in school, achieving in their school and making progress, how they feel responsible and that we do this together in faith,	Opportunities are provided for parents/carers to reflect the understanding of our school vision and improvement areas through parents' evenings and school events. Almost all staff and pupil interactions are positive, and almost all children can articulate the school values and what they look like throughout a school day as they are incorporated into our weekly whole school assemblies. Almost all children talk positively about their school and are involved in everyday life of school when they are spoken to by visitors and inspectors. Almost all children are polite in their classrooms and when moving around the school and this is modelled and encouraged by staff. Visitors and our stakeholders have described Holy Family as an inclusive and welcoming school that celebrates the diversity of the school community. Our QI visits provided positive feedback on the ethos of the school and the respectful relationships which exist between staff and pupils. Pupil survey took place with most saying our school is welcoming and everyone feels they belong and within the responses almost all pupils say staff are caring and help our pupils to feel safe. For those who reported low scores conversation were held and support put in place. From our SHINE data most (87%) pupils report they are happy at school which shows an increase from previous year's results.	To continue to gather the views of our pupils in order to monitor their wellbeing and ensure pupils are involved with decision making across the school
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	Our children and stakeholders tell us they are very happy with the school through questionnaires shared through pupil surveys and during pupil voice groups. Almost all parents/carers who completed the survey reported their children felt happy and safe at school and that the school had high expectations for the children. Parents/carers reported they would like their child to have more options for after school clubs and would like their children to develop skills to make them more independent in their learning which we will incorporate into our plans for next session,	
Strategic planning for continuous improvement The SLT provide a culture where most staff feel confident to contribute to school improvement. The HT continues to lead the strategic direction of school and pace of change continues to be managed setting clear expectations and targets for the school and ELC focusing on our priorities and what needs to change, as this ensures more consistency of approaches across the school and ELC The SLT continue to gather and use evidence to better analyse and make decisions to ensure measurable impact on learners	Opportunities provided for all stakeholders to review and make any updates to our vision and values across the school and ELC at the start of the school year – feedback sought during parent events in school and surveys sent out focusing on home learning and life of the school. Almost all pupils involved in the decision making about our school and almost all contribute to opportunities, through Pupil Voice Groups for Eco, RRS, Global citizenship and Health & Wellbeing/Sport which allow pupils to develop their skills for life including teamwork and collaboration.	To continue to work with partners and staff to create more wrap around opportunities for pupils outwith the school-day To gather pupils' views on aspects of pupil voice groups and take on board feedback in order to improve and achieve our outcomes.
The head teacher encourages staff and provides opportunities for staff to look outwards and develop their practice by sharing approaches with other colleagues. This has involved All staff value the benefit achieved from collegiate working, learning from and with each other	Collegiate time and professional learning opportunities to support staff development and upskill staff through our WTA and QA calendar. Which has developed confidence in staff especially those new to teaching, The head teacher engaged in leadership courses run by Education Scotland to support and develop leadership skills. Attending the '<i>Leading the How of Change</i>' linking in with the	To continue with moderation activities with ASG/ QA trio schools Through PR&D dialogues, staff to consider taking on and lead on areas of development. Extend opportunities for support staff to lead on improvement areas



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	National model for Professional Learning and Fields of knowledge to develop confidence when leading change across the school, Staff leadership of curricular areas to inform school improvement areas and staff contribute to working groups in order to improve and develop practices. This session focused on reading across the school with staff producing guidance on what reading looks like in early, first and second level which informed our Literacy policy which was reviewed by inspectors during our Thematic inspection. Moderation activities planned and undertaken for writing throughout the year to support professional discussion and confidence which support new teachers and ensure the Holy Family standard is communicated and standard is maintained.	
Implementing improvement and change The SLT have continued to promote further a culture of consultation and shared decision making with increased opportunities for stakeholders to provide feedback on the work of the school and ELC. This has been evident when reviewing policies and practices in school as well as opportunities to provide feedback around the curriculum and what the teaching and learning looks like. One of our main changes to our approaches is the introduction of the sensory room which provides a space for targeted pupil. This space is used by a variety of pupils who require chunked up days and is over seen by newly appointed SFL teacher. Staff participate in a wide variety of professional dialogue and self evaluation activities reflecting on progress of improvement areas.	Changes within school are planned and staff consulted during the process Almost all pupils who access the sensory space are happy to attend and respond well to how the environment supports their wellbeing. Child friendly improvement areas created and shared throughout the school, so all are aware and included in the school improvement journey. Pupil survey undertaken – through SHINE which have highlighted and termly SHANARRI questionnaires Improved systems introduced to support the gathering of data and engage in better analysis to support decision making. PSA staff are offered training opportunities to support their practice and professional learning. Staff have attended CALMS, training, ELSA training, Makaton training which has	To ensure all interventions and processes introduced are continually monitored to ensure impact on children's learning and progress is measured and tracked. More opportunities for staff to work with colleagues in other schools to develop an outward focus on approaches adopted in school. Improved communication on improvement areas for all required so parents /carers have opportunities to discuss improvement areas - SLT to link in with Parent council body and to ensure on agenda, Continue to enhance the professional learning offer for all teaching, support and ELC staff across Holy Family.



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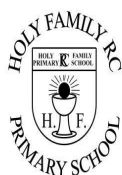
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Staff survey carried out throughout the year and staff involved in self-evaluation activities to reflect on improvement journey of school. Tracking and consultation process adapted to monitor impact on any initiatives and interventions introduced for targeted pupils to allow for more effective tracking and impact of use of these interventions Holy Family have built on the expertise and skills of ELC staff who have taken the lead to enhance and develop the outdoor space and context areas to extend children's learning. Within our ELC, leadership roles undertaken by staff including responsibility for literacy, numeracy, health and wellbeing, Responsive planning in place and effective talking on pupil voice and pupils are keen to share their ideas. ELC staff engage in focus child week and liaise with parents/carers regularly to monitor progress of their child.	developed the confidence in their practice and when supporting our pupils with additional support needs All staff have attended MAYBO training which has supported how they respond to our children working towards a more consistent approach for all, ELC children are involved in how the outdoor areas are developed and their ideas taken on board. They are involved in decision making within the ELC and take on active roles including health and safety officers as well the establishment of the flower café during lunch serving. Holy Family ELC received very positive feedback from ACC QI visit on the enhancements made to the outdoor spaces and procedures in place. Monthly stay and play attendance and feedback has been positive with parents/carers reporting how they have enjoyed the opportunity to be in the ELC engaging in activities with their children and finding out about the learning	
Staff engage in self evaluation throughout the year to help identify strengths in practice and acknowledge impact on learners. Our school development is continuously evaluated and acted upon. Staff are positive about CLPL opportunities and time allocated for professional learning opportunities throughout the school year. All P7 pupils take on leadership roles including buddy roles, house captains and vice captains, pupil council representatives.	Regular discussions around pupil data take place during tracking and consultations in line with ACC data discussion with QIO. Actions are followed up and ensured the most appropriate intervention are introduced and managed effectively -Feedback from parental surveys reports that almost all parents are happy with how the school supports their children and the level of challenge offered from class teachers. Challenge continues to be an area we focus on during the learning and teaching	SLT to increase the rigour of quality assurance procedures and regular evaluation of new initiatives To continue to build on relationships and to empower staff to feel more confident in taking on responsibilities in the process of change. To continue to upskill staff to meet the needs of pupils and to ensure pace and challenge during lessons To implement and embed the Literacy policy and ensure all staff aware of the expectations



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The internal tracking and monitoring document updated to include all Seemis data to track pupils social and economic information and attainment over time. Interventions are tracked and discussed during tracking and consultation discussions and impact on learners across the school Seesaw is introduced for pupils to reflect on their learning and identify their next steps. Through the Pope Francis Faith award and our Bridge Programme with Albyn, our P6 and P7 pupils are provided with opportunities to develop skills for life and learning. This provides an enhanced transition to secondary providing experiences and opportunities which they wouldn't have in their primary setting. Positive relationships exist with RC trio schools and across the diocese and all three HTs engage in professional learning provision in partnership with Dominican sisters, bishope Hugh and RERC advisors.	-Clear remits for the leadership team which are shared which ensures that the expectations, responsibilities and communication channels for leadership team and well defined and unambiguous for all users A few children are identified translators through our young interpreters initiative working with our EAL teacher. -Working with other agencies during the year to meet the needs of learners including Autism Outreach and Dyslexia Scotland -School's QA calendar in place to provide the overview for school improvement ensuring all staff are aware of the priorities and actions to be taken throughout the year. -Action plans in place from each working party and reviewed, with groups working on Numeracy and Literacy policy. -Assessment overview created and used to ensure clarity for all staff. Within the school and ELC the CIRCLE document has been used to carry out environmental audits and shows improvements across spaces and strategies being used to meet the needs of pupils. -All teaching staff have been involved in the working groups focusing on improvement areas of the school – Numeracy and Reading including our literacy Policy. Working group from 3 RC groups established to review planning resources and incorporate into one document All P6 pupils embarked on the Pope Francis Faith Award to provide opportunities to show signs of love in their daily lives and making contributions outside the school community.	To develop use of Seesaw to support pupils in identifying next steps and introduce target setting To establish learner profiles for P5 – P7 pupils based around SDS meta-skills framework. To develop working partnership with partners across the Diocese of Aberdeen
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	Collegiate time for all staff from three RC schools to review and develop knowledge in the revised planning resource in order to introduce for class teacher to support their planning	
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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Satisfactory
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of interactions; Effective use of assessment; Planning, tracking and monitoring)			ELC Good
How well are you doing? What’s working well for your learners?	How do you know? What evidence do you have of a positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
– Learning and Engagement -Our caring and welcoming environment reflects our vision and values and pupils benefit from positive relationships. Almost all pupils are proud of their school and will take on additional responsibilities. The school ethos reflects a commitment to children’s rights and positive relationships across all year groups.	Through discussion with pupils and SHINE survey, almost all (87%) children reported they like school and almost all (84%) reported good to excellent health. -Feedback from thematic inspection and QI visits highlight nurturing environments and comments made on how respectful almost all children are in their class environments	-To continue to develop our teaching and learning approaches and pedagogy -To continue to develop pupil engagement across the school to ensure children have a clear voice in leading their learning -To continue to use digital technology as a key driver and immersive technology to effectively enhance learning experiences	



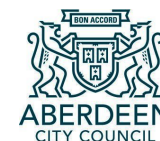
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-All our learning environments are built on positive, inclusive and nurturing relationships underpinned by the school's values of achievement and respect. Staff use CIRCLE document to reflect and evaluate the learning environments, to make maximum use of our resources and wide range of environments both indoors and outdoors

-almost all pupils respond to their class teacher and positive relationships exist between staff and pupils to support engagement and wellbeing.

-Almost all children can regulate their behaviour and engage well with the planned learning as well as adopting the use of digital technology to support and facilitate their learning.

-Majority of staff use engaging and creative teaching approaches with increased confidence in the use of digital technology. Team teaching approach introduced for Writing sessions to provide support and challenge as well as upskilling pupils to use immersive technology approaches to remove barriers to learning.

-All staff are aware of the need to ensure learning and teaching approaches and pedagogy remain priorities for school and work is ongoing in this area.

-All learning environments display the intended learning clearly to ensure pupils understand the purpose of their learning and what is expected of them.

-Discussions with our children, most report feeling confident and safe within their classrooms. Feedback is provided through SHANARRI surveys carried out termly with 91% of pupils stating they feel they are achieving in their learning.

– Quality of teaching

-Collaboration of all teaching staff to finalise Numeracy and Literacy policies so expectations are clear for all.

-In almost all classes children interact well with each other and respond well to the adults within the class with various opportunities to engage in group, paired or individual work.

-Evidence of planning and learning with the introduction of Seesaw to share the learning in each class and ELC.

-Our attendance data shows the overall attendance is above 90% which is reflective of the pupils' engagement and emphasis placed on their learning by pupils and parents/carers alike.

-Survey of pupils led by P7 pupils to bring about changes in the school playground and how to improve outdoor learning for all.

-Almost all staff completed CPD on use of CIRCLE and how to enhance the learning environments with changes being made to class environments introducing resources and tools to remove barriers for targeted pupils,

-Seesaw was introduced during the session to demonstrate a variety of teaching approaches across all classes including ELC and to share the learning with home. This will be developed during the new session as pupils begin to create profiles of their learning and achievement.

- WALHT boards exist across all class environment for visual timetabling and learning across the school providing clarity for all

-All teaching staff have become more consistent displaying their learning intentions and success criteria more explicitly and during walk and talks are referring to them throughout the lesson.

-Almost all support staff can engage in learning conversation with children by referring to the displayed learning intentions

-To ensure pupils are participating in aspects of self and peer assessment and how to use the success criteria to identify next steps

-To introduce a system to support pupils identifying next steps and target sets to develop understanding of how this supports their learning.

-To ensure pupils are appropriately challenged at an effective pace evident across lessons.

-To focus on feedback and how effective feedback can support pupils in making progress in their learning.

-To develop pupil profiles using SDS as a tool and to use the system for pupils to set targets and learn about their learning and identify their next steps.

-To develop a whole school approach to feedback to ensure consistency across the school so that all pupils are clear about their next steps and ensure progression in their learning



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-Our <i>Features of Excellent Teaching</i> document is reviewed annually and shared with all staff, including new staff, across the school which reflects the standard at Holy Family. These features are used by teachers to reflect on and are used by SLT during QA visits during feedback conversations. This also highlights the areas as a school we need to focus on with feedback being highlighted to ensure pace and challenge for our learners. -Working walls for literacy and numeracy exist across all our learning environments and pupils are encouraged to use them to support them in their learning to become more independent. -In almost all classes teachers consistently share the LI and SC with pupils which are displayed using the school WALHT boards. -In most classes, children participate willingly in a variety of tasks, and a majority of teachers will deliver well – structured lessons with clear explanations and instructions. -Most teachers attended the CIRCLE professional learning and adopted different strategies to remove barriers for pupils within the class to ensure pupils had the necessary supports and aids so they can become more independent in their learning. -A few teachers provide a range of verbal and written feedback to help children understand their progress. -Holy Family adopted a new approach for writing with class teacher, support for learning and PSA working together at an assigned time to develop and improve the standard of writing across the school. Digital technology is used in all classes to support learning and teaching with good practice observed in a few classes	and success criteria throughout when supporting pupils. Most can share planning is proportionate in most classes. Teaching and learning are included as a topic of conversation during support staff meetings -Minutes from tracking and consultations identify action points for teachers to consider and -Termly pupil council meeting with SLT focusing on improvement areas and subjects which impact on the school – the recent feasibility study had raised anxieties across the majority of our pupil cohort which required careful support. -During class visits the majority of pupils have been observed choosing chromebooks to complete their written work. In the majority of classes this is seen to benefit the variety of needs of our pupils. -Writing in Holy Family has maintained a level of 75% (on track and exceeding) across the whole school, which is below our target, but we continue to develop our approaches in class through the CYPIC programme, -IDL reviewed and literacy and numeracy incorporated to ensure links across the curriculum as per feedback from our thematic inspection. Most pupils are becoming more confident at providing feedback and willing to contribute to the life and ethos of the school. -All pupils are aware of the attributes of a successful learner, and almost all pupils can describe what it means to be ready, resilient, resourceful and reflective and are celebrated during weekly assemblies. -Feedback from pupil surveys showed almost all of our children have a clear pride in their work and almost all are	-To ensure all numeracy and literacy policies are implemented as per feedback from thematic inspection. - To introduce profiles as a way for pupils and staff to identify more effectively what they are learning and how staff can support with next steps - -To develop guidance for mental maths and how this is incorporated into daily maths lessons. -Continue professional development to support planning for assessment, personalisation and choice and pupils leading their learning. -To embark on the CYPIC programme to enhance the teaching of writing and monitor progress across the year groups starting with P4. - To review Holy Family IDL offer and link with four contexts of learning incorporating a skills framework.
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and inspection commenting on the use of immersive technology to support pupils as a positive approach and to continue to develop this aspect of teaching and learning. -Most children who require targeted support are being given appropriate support because of tracking consultations to reach their targets and plans are reviewed regularly. -Staff consistently use the progression planners linked to the benchmarks to ensure coverage and progression of the curriculum -IDL planner updated to reflect the diversity of the school and needs of pupils. More child friendly approaches adopted -Discussions between teachers and line managers through tracking meetings has a focus on pace and challenge and the interventions in place to support and challenge pupils. ELC staff adopt the same approach to support targeted children and interventions include Early Talk boost, Colourful Semantics which all staff are trained in their use, --Overall, the quality of our teaching ranges from satisfactory with evidence of good practice in less than half of the stages with the need for more pupils leading their learning. -A new Support for Learning teacher appointed who has moved forward in the vision for a different approach for SFL at Holy Family. Our SfL teacher has made effective use of skills and knowledge to meet the needs of pupils with ASN. A particular area has been the introduction of immersive technology approaches to support pupils and remove barriers.	proud of their learning achievements and enjoy sharing their learning with others. -Evidence from our QI visits and learning walks, found majority of classes still plan lesson activities which are teacher lead and most children observed to be passive in their learning which continues to be a focus for improvement -Majority of teachers deliver well-structured lessons on a whole class basis underpinned by the features of excellent teaching and learning at Holy Family. -All staff continue to use the Maths Mastery approach and almost all report feeling more confident in the delivery of the maths curriculum -Most maths lessons observed have incorporated aspect of reasoning and problem solving to create independence as well as pace and challenge for more able learners -The data gathered for our targeted pupils allows us to monitor their interventions to ensure pupils are progressing in their learning and if changes are required then these actions are highlighted during discussions. -Almost all teachers adopt a fluid grouping approach which is evident during tracking discussions with staff and class visits. -Regular consultations take place with EAL service to monitor progress of children and support to ensure inclusion in school. -Holy Family new SFL teacher has developed a sensory space for targeted pupils as well as a chunked timetable for pupils who require regular breaks throughout their school day. There has been a decline in dysregulated behaviour	More planned opportunities for staff to share good practice with high quality assessments across a range of curricular areas.
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- With very diverse and cultural backgrounds all our children who access EAL support work well with the EAL teacher and there is good working relationship with all children making progress. EAL services offer advice, assessment, interventions and support the needs of our targeted pupils	displayed prior to introducing this approach and positive relationships have developed over time. - Planning and delivery from an EAL support teacher supports our approaches to teaching and offers advice. guidance and training in the language development of our pupils. -Targeted support plans an, EAL plans, IEPs and tracking meeting minutes show a range of approaches to supporting learners including those with EAL.	
Effective use of assessment - Assessment is an integral part of learning and teaching at Holy Family with the introduction of an Assessment Calendar for guidance and ensuring all staff are aware of the expectations. Teachers work to plan learning and assessment and discuss the progress of learners across stages and levels of Curriculum of Excellence. Almost all teachers use the Aberdeen Progression frameworks to inform planning. -Almost all teachers use a variety of assessment tools to assess our learners and plan interventions for future learning -Most staff have introduced more formative assessment strategies to determine prior knowledge and understanding of pupils. -Assessment approaches are becoming more integral and matched to the planned learning and teaching allowing for more focused next steps in learning particularly in numeracy, -Benchmarks used to support assessment and moderation process through Curriculum for Excellence overviews	-Planning and consultations are used to evidence where pupils are in their learning. There is a wide range of evidence which teachers and SLT can use to discuss pupils' progress and achievement of a level. -There is evidence of a wide range of approaches and interventions especially in literacy and numeracy to meet the needs of individual pupils. -Opportunities for moderation activities for writing incorporated into QA calendar to develop staff confidence and improve professional judgement. -Most staff using the pre -assessment to inform their planning and ensure pace and challenge which has been observed	-To develop key approaches to feedback through AiFL and ensure consistency of high-quality feedback across all stages – staff to develop a feedback policy across the school -To continue to provide more moderation opportunities across other areas of literacy in particular Listening and talking / Oracy. -To provide moderation activities in the teaching and learning of numeracy to provide opportunities for staff to share good practice -To continue to incorporate the wider achievements and outside interests of our pupils and celebrate in school -To adopt a system which creates pupil profiles over time so they can reflect and identify next steps. --To track the wider achievements and outside interests of our pupils in order to create opportunities for those children missing out on extra-curricular activities.



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-Almost all staff across the school and ELC are beginning to gather, listen to and act on the voice of our learners -Numeracy data attainment levels have been maintained at each stage and school to focus on transition from early into first stage. -Assessment data is used by all teachers to ensure lessons are planned and differentiated to meet the needs of learners. Planning, tracking and monitoring -teachers plan using the experiences and outcomes for all curricular areas linked to national benchmarks across all curricular areas. -Teachers use the National Benchmarks to support their professional judgement and are aware of the need for robust evidence when discussing a child's progress and for moderation activities. -Systems introduced to ensure more effective use of data developing the tracking system in place with teachers being able to record and collate a wide range of evidence to discuss during consultations. -Almost all staff engage in effective formative assessment strategies and carry out timeous summative assessments particular in maths mastery (pre and post assessments) to inform next steps for pupils. -Planned tracking meetings continue to include all measures for improvement including attainment, attendance, inclusion, engagement which form the discussion points. -Our tracking and consultation meetings incorporate discussions around the pastoral needs of pupils and any	-Wider achievements and outside interests of our pupils are incorporated into school and celebrated. -Planning documents evidence planned assessment opportunities across the curriculum and the use of Aberdeen Framework progressions -Whole school tracking document created by SLT to better record and analyse pupils progress over time -All staff use of the assessment calendar ensures there are clear key assessment tasks at the outset of each teaching block and clarity for all. -System developed to track pupils progress more effectively and monitor the interventions being adopted and their impact on pupils' progress -Autonomy promoted with most staff ensuring relevant resources are being adopted to meet the needs of pupils especially the more able pupils -Holy Family participated in HMIE Thematic Inspection on Literacy and English and received positive feedback on the use of immersive technology approach in class within first and second level and a need for early level provision to be improved.	-To ensure literacy policy implemented and staff to use cold tasks to inform planning -To incorporate literacy and numeracy into IDL planners -To review how school tracks and monitors achievement of a level across all areas of the curriculum -To ensure clarity on expectations for listening and talking across the school and included in assessment calendar To develop skills in the use of feedback during self and peer assessment for better understanding and to guide improvement. To develop an approach for feedback to ensure it is helpful, specific and kind for all and provides a model for peer and self assessment.
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emerging needs of our pupils to plan for support and interventions required. -All teachers regularly use the data from maths assessments to track pupils and identify those requiring interventions and support. -Staff upskilled in the use of Dyslexia pathway assessments required to support identification of needs of targeted children -Alternative curriculum plans in place and a few teachers continuing to use the Education Scotland Milestones to plan, monitor and record progress of targeted pupils. SFL teacher appointed with a new team teaching approach introduced for writing and upskilling staff in the use of immersive technology. Professional learning provided for staff by SFL teachers in use of technology and 'Top-up Tuesday' introduced for staff professional development. -Regular review meetings of planned targets with parent/carers, teaching and support staff in attendance which offers a more team around the child approach. Children are involved in the planning process through identifying what they would like to learn within our whole school IDL. -Planning in the moment continues to feature in our ELC and used to gather evidence on progress of pupils. -Observation weeks for key workers to observe, record and plan which are also shared with parents/carers for update and feedback which allows all to identify the next steps for our ELC learners. This aspect needs to be extended across the school	-The Dyslexia pathway assessments used to inform teachers about next steps for targeted pupils requiring interventions to support identification of needs of children -Protected time set aside for tracking and consultations with all teaching staff and SEYP focusing on all available data and attainment to promote and ensure equity. -Increase in moderation activities have developed almost all staff confidence on the assessment of writing-assessment grids introduced to develop staff confidence looking at achievement of a level. -Quality assurance of our jotter evidence has continued to highlight the need to enhance our use of feedback to ensure it is high quality and sets out clear targets for our pupils -During our tracking and consultations all teachers are given the opportunity to discuss their universal offer and targeted support required within their class with interventions identified and clear actions points to progress. -Our pupils maintain a high level of attainment in numeracy and literacy with support provided for targeted pupils. -Analysis of our attainment data shows moderation and professional judgement are similar for NSA and ACEL data – Majority of teachers beginning to gather and use evidence to inform their judgement leading to more robust and trustworthy data -Analysis of our data shows we need to focus on our listening and talking across the school - All staff attended input on Analysing data & Equity in the classroom to raise awareness of professional responsibilities	To develop more robust arrangements for moderation across the curriculum.
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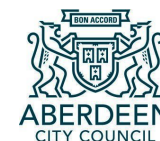
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Children are involved in leading their play and learning through a balance of planned activities and free play

-Regular consultations with EAL to monitor English acquisition of pupils

-SLT using time with Attainments Advisor to look at data set across the school and equity in the classroom and how we can incorporate all the data to best support our pupils.

-In our ELC, responsive planning continues to incorporate lines of development and children interests to meet the needs and address any barriers

-Termly plans continue to ensure that all staff are clear about the learning and the assessments required to be carried out. This is particularly clear for numeracy with pre and post assessment and we continue to work on literacy and across the curriculum.

-Assessment framework and calendar implemented to ensure clear overview of assessment for learning in Literacy and numeracy

-Tracking of attendance, attainment, inclusion and engagement discussed regularly in SLT meetings which lead to agreed actions and actions in line with ACC procedures.

-ASG and partnership forum focused on attendance with the recruitment of a new HSLO to concentrate on the Northfield area. The HSLO has supported families and ensured clear lines of communication to offer and advice and ensure procedures are being followed

--More regular updates on their child's learning as well as opportunities for wider achievement included with the introduction of Seesaw

as well as developing confidence in using data to identify gaps for pupils and how to support these.

-Tracking data highlights that teachers have less confidence in tracking learners' achievements of levels and progress across the curriculum.

-Most teachers beginning to understand the importance of evidence to inform professional judgement and the need to monitor the impact of targeted interventions

-More comprehensive approach to collating assessment data and using to inform professional judgement evident in termly data discussions with QIO and feedback given.

-In almost all classes, teaching staff use a variety of approaches to ascertain prior learning to inform their planning and ensure it takes into consideration pupils' knowledge and interests observed during class visits.

-All class committed teaching staff engage with tracking systems which forms central discussion during tracking-meetings

-New tracking system developed looking at achievement over time which is regularly discussed.

-Most support staff included in team around the child review meetings to provide feedback and ensure they are aware of the next steps of targeted learners

-Very positive relationships exist between our families as they show willingness to meet with and discuss their challenges.

-In the majority of classes support staff are deployed effectively and support is effective – a few teachers need to

-To work with ASG colleagues to create an Attendance standard and procedure which is concise, is communicated and is clear for all

-To increase engagement in the use of Seesaw by parents/carers so they can be updated and informed about their child's learning.



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	ensure the planned learning is communicated effectively so pupils' needs can be met. In our ELC evidence of planning and pupil voice are gathered and shared with parents through Seesaw which allows parents /cares to be informed about the learning and provide opportunities to feedback on their child's learning and share learning from home. -Information gathered throughout the session of pupils with wider achievements survey taking place – this will continue to be built upon in the new session.	
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HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Good
HGIOELC QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			ELC Good
How well are you doing? What’s working well for your learners?	How do you know? What evidence do you have of a positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
Wellbeing -At Holy Family there is a strong welcoming and inclusive ethos and everyone is encouraged to contribute to the positive ethos. Almost all children are polite and well-mannered who love coming to school to learn and this is a strength of the school. -All staff share the responsibility for creating a positive ethos and climate for respect and trust which is commented on during visits by outside agencies and partners.	-Visitors, partners and QI visit provide feedback around the positive ethos across the school and a calm space for learning. All classes received explicit teaching input on the SHANARRI principles and the importance of UNCRC to develop their knowledge and understanding when completing surveys -Almost all stakeholders promote an ethos where all children feel safe and secure	-To develop partnerships and opportunities for our pupils and staff with community groups to look outwards and work with other schools to support school improvement To focus on developing as ‘Rights Respecting Schools’ through UNICEF and work towards RRS Award -To achieve Sports Award Gold award -To improve school practices in order to work towards our ECO schools award.	



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-All staff have a good understanding of the wellbeing indicators and all discussions about a child are based around the indicators to ensure we are getting it right, All staff recognise that positive relationships and nurture are central to the whole school approach to wellbeing. Almost all learners know the language of the wellbeing indicators and complete termly surveys to determine their wellbeing throughout the year. SHANARRI wellbeing indicators were a focus in term one so pupils had a good understanding when reflecting and carrying out questionnaires. -Almost all support staff are very well deployed across the school to support targeted pupils and ensure their wellbeing. Staff attended ACC Maybo training to upskill, develop their knowledge and interactions with children. -All our staff recognize the importance of positive relationships and nurturing principles and all staff model behaviour that promotes and supports the wellbeing of all children to ensure they are safe and secure -All teaching staff have engaged with and reflected using the CIRCLE document focusing on the learning environment. -Sensory spaces continue to be developed throughout the school to support pupils and the work with Dyslexia Scotland and Autism Outreach. -School has a strong commitment to acknowledging the rights of everyone and the importance of respect for others shown through the Gospel values and actions -Almost all children are beginning to have an understanding of their rights and responsibilities across the school. -Most pupils are polite and respectful towards others which contributes to the calm ethos across the school	-All pupils provided with learning opportunities to learn about SHANARRI principles and the importance of UNCRC SLT use the SHANARRI data to analyse more effectively and use to highlight health and wellbeing needs of our pupils cohort in order to offer support CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) Resources Education Scotland -Almost all pupils share how they feel using the SHANARRI indicators – any pupils who report low figures are highlighted and monitored. Children are provided with opportunities to learn about rights with our RRS pupil voice group who are working towards the RRS awards and responsible for gathering evidence for work being carried out across the school and ELC Of the classes surveyed almost all scored high in how they were feeling across the SHANARRI Indicators. -Majority of our pupils demonstrate very positive behaviours which contribute to the positive ethos in school evidence in SHINE survey with 87% reporting liking school with an increase of 14% showing low mood with aspects of school particularly amongst boys which will be investigated further in the new session. Most of our pupils are happy with a minority sharing that their emotional health is impacted by home, time use and family which can cause anxiety, depression - this is being supported and addressed through health and wellbeing curriculum. Those pupils who shared low scores were given targeted support through Youth work or ACIS Counselling Services	- To ensure pupils play a more active role in the decision making around school improvement areas through assemblies and self-evaluation with SLT -To work with outside agencies to provide after school clubs for pupils -Member of SLT to attend Mental Health First Aid training in 2025 – 26 -To continue to develop our use of CIRCLE resources for more effective use and understanding of the needs of individual pupils. -To launch and implement the Relationships policy -Due to changes in staff, Compassionate and Connected classroom to be presented in order for staff to become more trauma informed. - Due to changes in staff, emotion Works to be revisited and re-launched with training provided for new staff members -To develop Cost of the School Day Policy -Teaching staff to be given opportunities to use 'School Wellbeing Cards to reflect on risk factors and unhappiness at school as well as strengths and protective factors that promote attendance and wellbeing -For member of SLT to attend the Building Racial Literacy programme led by Education Scotland
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-Positive relationships continue to exist across our whole school community and ELC with regular stay and play as well as PEEP sessions. In ELC weekly wellbeing group to talk about emotions, - Through PEF our Emotion works programmes allows children to learn about and be better able to identify, discuss and regulate their emotions. Resilience continues to be an area we need to focus on and support our pupils and is linked to our learner attributes. Due to staff changes this will need to be addressed during the next sessions -All stakeholders have opportunities to share their views and make their voice heard through house activities and pupil voice. -Learning environments have been adapted to suit the needs of pupils and the school has worked with Autism Outreach to adopt a more sensory approach incorporating flexible curriculum for targeted pupils. - Staff report that the spaces developed have allowed more flexible and adapted timetables to be put in place for targeted pupils -Almost all staff lead aspects of the Pupils Voice groups which ensures all pupils are included in the initiatives for improving our school and ensures all views are shared. -Information and data held about our pupils are used effectively and in a timely manner to ensure support to improve outcomes. During PSA or SLT meetings emerging concerns remain an agenda item so all can share any concerns	-Wellbeing Wednesday introduced by Health and Wellbeing /Sport Pupil Voice group to promote healthy choices across the school -Class Charters are created in each class and referred to throughout the year. -Positive Behaviour and Relationship Policy reviewed and updated to reflect the views of all stakeholders involved. -Most staff continue to include relevant information which inform IEP and actions plans to support the wellbeing of targeted pupils -All P7 pupils have reported they enjoy being given opportunities to contribute to the life of the school with leadership roles across the school - Pupils council, House and Vice Captains, Eco representatives and Digital leaders Almost all P7 pupils attended the residential this session which provided opportunities to develop their emotional and social wellbeing, -From the HWB survey most pupils reported doing some form of physical activity with school and they would like school to provide more opportunities for after school clubs. This year football continued as well as multi sports, boccia, music theory which were all popular and we continue to develop these. Emotional daily check ins in almost all classes and most children are able to talk about their emotions and how they are feeling. -Parent Council/ Friends of Holy Family group has continued to support the Parent Forum and ensure their views are considered	
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-Staff and senior management strive to support each other's wellbeing Regular opportunities for support staff to meet with member of SLT to discuss any issues / emerging concerns.	-All staff completed MAYBO training to support interactions with pupils and facilitate self-regulation with children.	
Fulfilment of Statutory Duties At Holy Family we comply and actively engage with statutory requirements and codes of practice. These are discussed during whole staff inset days to ensure all staff are aware of the mandatory training to be undertaken	Almost all staff are aware of their roles and responsibilities when it comes to mandatory training and code of practice. Almost all staff completed the CP training and Maybo training last session to enhance their knowledge and support their actions knowing what to do when situations arise and what procedures to follow	To continue to review our policies and practices and ensure the whole school community is aware of the duties and responsibilities.

HGIOS QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory
HGIOELC QI 3.2 Securing Children's Progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)		ELC Satisfactory
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of a positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?



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-Most of our children are attaining appropriate levels in Literacy and Numeracy and have made good progress from prior levels - Across the school overall attainment in literacy increased from 83% to 84% whilst attainment in numeracy was at 84%, and Health and wellbeing at 96%. -Staff more confident in recording and tracking of attainment data to help identify where targeted support is needed. -All staff consistently use the ACC Progressions and Benchmarks to validate our attainment against national comparators -In the majority of classes there are pupils who are exceeding their targets across literacy and numeracy Almost all staff are confident in analysing their assessment data to identify effective interventions for targeted pupils to raise attainment	-Current Levels of attainment show majority of our children meeting targets through the gathering of evidence -Regular collection and analysis of all available data to track attainment in literacy and numeracy - Tracking of children’s progress discussed during tracking and consultation meetings where staff can discuss pupils on target, exceeding targets and targets not yet met. -New assessment of writing approach introduced with moderation activities taking place to monitor progress through a level and identify pupils on track. For the few pupils who have not yet met targets, all class teachers are involved in discussions around their barriers to learning, the interventions in place to support and the next steps required to ensure pupils will progress. Our attainment data is good with reading being an area to focus on for new session Children’s achievements are celebrated at assemblies along with their cultures and faiths,	-To monitor the effectiveness and impact of interventions in place and ensure relevance for pupils. -To ensure staff are monitoring attainment over time in all curricular areas -To support our new and less experienced staff in understanding how to use progressions and use of benchmarks -To continue to engage in moderation activities and national benchmarks. New tracking system developed to record and monitor tracking over time which informs forward planning.										
-Almost all SNSA/SA scores and results correlate with our achievement of a level data and professional judgements -Majority of staff record data and majority becoming more confident in analysing data and evidence to inform professional judgements around achievement of a level	-Teachers use progression pathways and tracking progress alongside a range of assessments. -Attendance data indicates most pupils maintain attendance rates above 90%. Within this group, most have met or exceeded targets in Listening and Talking, Reading, Writing and Numeracy. With specific percentages as follows: <table><tr><td></td><td>Reading</td><td>Writing</td><td>L&T</td><td>Numeracy</td></tr><tr><td>P1</td><td>78%</td><td>78%</td><td>92%</td><td>88%</td></tr></table>		Reading	Writing	L&T	Numeracy	P1	78%	78%	92%	88%	-To continue to monitor more effectively our interventions in place and measure impact for our learners across all stages -To develop listening and talking across all levels, early to second levels. -To develop shared understanding of progression across the early level from ELC to P1
	Reading	Writing	L&T	Numeracy								
P1	78%	78%	92%	88%								



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	<table><tr><td>P2</td><td>88%</td><td>81%</td><td>100%</td><td>96%</td></tr><tr><td>P3</td><td>72%</td><td>72%</td><td>86%</td><td>89%</td></tr><tr><td>P4</td><td>71%</td><td>71%</td><td>85%</td><td>67%</td></tr><tr><td>P5</td><td>85%</td><td>81%</td><td>85%</td><td>81%</td></tr><tr><td>P6</td><td>86%</td><td>68%</td><td>100%</td><td>82%</td></tr><tr><td>P7</td><td>85%</td><td>78%</td><td>93%</td><td>85%</td></tr></table> -Holy Family Data shows we need to focus on first level numeracy going forward and look at interventions in place to support our learners along with focusing on writing at P6 level. Although our data for listening and talking there is a need to moderate how we are assessing listening and talking across our year groups, - The reading interventions have provided most pupils with an additional intervention to develop reading skills across the school. -Additional support for learning provided for targeted pupils between March and June to support achievement of a level -Improvement in tracking in ELC introduced with more regular discussions around supporting pupils and targeted interventions	P2	88%	81%	100%	96%	P3	72%	72%	86%	89%	P4	71%	71%	85%	67%	P5	85%	81%	85%	81%	P6	86%	68%	100%	82%	P7	85%	78%	93%	85%	
P2	88%	81%	100%	96%																												
P3	72%	72%	86%	89%																												
P4	71%	71%	85%	67%																												
P5	85%	81%	85%	81%																												
P6	86%	68%	100%	82%																												
P7	85%	78%	93%	85%																												
-Through PEF almost all targeted pupils engage in the Reading Wise programme which supports literacy acquisition which is beneficial to our 74% EAL pupils. PEF provided funding for nurture and breakfast club to support pupils whose attendance can impact their attainment and allow soft start for targeted pupils/ Nurture and Breakfast club supports our six priority family types as specified by the Scottish Government.	-Almost all staff attended training on Reading Wise which allowed them to develop their understanding on how it would be used as an intervention tool but also as a tracking tool. This meant pupils would be put on the module which most met their needs and this would be monitored regularly. Reading Wise data is reviewed regular and Parent feedback from surveys shows they would like a Nurture and Breakfast club to be extended and we will look into this next session as it depends on staffing and funding,	-To monitor and review interventions and amend interventions when necessary -To continue to support learners from the six priority family types																														



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-A few pupils are following an alternative curriculum using Education Scotland Milestones and recommendations from partners. For these pupils review meeting are held which include the team around the child.		
-Moderation has been a feature this session looking at ACEL data in writing with our approaches being regularly evaluated. In our ELC, pupils made good progress with communication skills, early language, mathematics and health & wellbeing with almost all of our N5 pupils on track Positive transition for almost all pupils who started in P1 with transition events and packs sent home to support their development and preparation.	All staff engaged in moderation activities to look at ACEL / SNSA data in writing and compare standards across the school The new assessment approach introduced for all staff to assess writing pieces and inform professional judgements which has developed a more consistent approach across the school and developed teacher confidence when assessing pieces of work=, Assessment framework and calendar introduced to ensure clarity and consistent approaches across the school All teaching staff engaged in equity for all activity looking at the socio-economic as well as attainment across each stage to ensure staff are catering for the needs of pupils	To incorporate opportunities for moderation activities through the QA calendar To link with other schools to moderate with a stage partner and develop a better understanding of assessment, what evidence to use and enhance the confidence in teacher judgements.
Positive actions have been taken to ensure our children's achievements are well recognised in school -All children are invited to nominate and apply for roles across the school which are decided through a voting system -Systems being developed to ensure all pupils are being tracked through class overviews which include key data to ensure staff are meeting needs and providing equity for learners	-Transition project set up with Albyn to provide Primary 6 pupils with high school level experiences – all pupils engaged in the variety of lessons including Science debating and study skills and all pupils who attended reported enjoying the experience as it was different from school and allowed then to experience a few secondary subjects, -Through discussion and surveys our learners tell us they are listened to and feel valued and are encouraged to succeed. -Learning walks & class visits show majority of children are engaged in their learning -Attendance is high overall (impact of family holidays on figures) with majority of children achieving greater than 90%	-To use creative and innovative ways to ensure our children continue to actively participate in the local community and are servants to the common good -To develop systems to track and support all our children, recognizing wider achievement particularly our most disadvantaged -To continue to support our diverse ethnic minority pupils and families -To promote equity for our most disadvantaged pupils and provide opportunities for them to achieve out with the classroom and school



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	-Targeted literacy interventions to close the attainment gap have been effective with a number of pupils accessing reading wise, talk boost, and utilising colourful semantics. -Timetables of staff who support children are flexible to meet the constantly changing needs across our context -Sensory space in place to support pupils who require a flexible curriculum and support for their social and emotional wellbeing -The cost of the school day initiative is communicated to all parents /carers to ensure that all consulted - Almost all P7 pupils got to experience a residential trip by fundraising activities planned by the P7 in order to reduce the cost of the school day and in light of the cost of living crisis. Pupils achievements are shared regularly during our whole school assemblies Pupil surveys show most children (86%) feel well supported to do their best in school Almost all pupils are willing to share aspects of their cultures, beliefs and faiths during our assembly which not only recognizes but celebrates the multi faith, diverse community within the school.	-To liaise with Active Schools and with clubs in and around the school community to enhance the opportunities for our pupils. -To use SEESAW to continue to recognise and celebrate the achievements of our pupils



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Holy Family RC School & ELC

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation	Self-Evaluation (ELC)
1.3 Leadership of Change	3	4
2.3 Learning Teaching & Assessment	3	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	3	3





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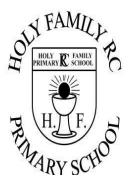
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Section 3: Improvement Plan

Priority 1	To improve the quality, consistency and impact of feedback to support learner progress					
Context	Teaching and Learning					
Links to Quality Indicators	QI 2.3 QI 3.2					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i> or RAG		
				T1/2	T3	T4
Whole school feedback policy	Audit current feedback practices across each group and in relation to each curricular area. Review current practice and expectations what is in place across the school	For learners: Learners can identify their next steps and show evidence of acting on the feedback	Teaching staff			
Staff confidence in applying effective feedback strategies	Survey staff on their use of feedback within their class	Improve learner attainment and engagement through responsible teaching	Professional reading on Feedback – Formative and Summative			
Positive teacher- learner interactions and learners	Upskill staff through professional reading and discussion	For staff:	List of books available from			



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engaging in learning conversations		Staff confidence increases in giving purposeful and actionable feedback – measured through self-evaluation and professional dialogue	school' professional library			
All learners actively engaging in feedback to improve their work and identify their next steps	SLT to provide professional learning sessions on effective feedback strategies – verbal, written, digital, peer/self-assessment	Greater consistency in the quality of feedback across the school	Time in WTA for PL			
Families better informed about pupil progress through improved feedback approaches	Develop a whole school feedback policy in consultations with learners and parents/carers.	Positive and purposeful interactions between teachers and learners				
	Create examples of effective feedback to share to share with staff.	For home: Parents/carers report better understanding of their child's progress and how to support learning at school				
	Monitor and moderate feedback practices through learning walks, peer observations, quality assurance of jotter/written work and work sampling	Better use of Seesaw to record pupils work and identify next steps so parents are aware of their targets	Seesaw			
	Build learner capacity by teaching strategies for responding to feedback and setting next steps	For school: School evaluations will show positive recognition of				



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		effective feedback practices across the school				
	Build home-school communication so parents understand the role of feedback in supporting learning	Closing gaps in attainment and progress is evident through improved learner outcomes				
		Feedback policy which sets the expectations across the school and stages				

Priority 2	To strengthen learner's listening and talking skills to raise attainment, support equity and improve confidence in communication and assessment of oracy across the school					
Context	Curriculum – Listening and Talking , Oracy ; Learning, Teaching and Assessment					
Links to Quality Indicators	QI 2.2 ,QI 2.3, QI 3.2					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
A whole school approach to developing oracy, embedded across the curriculum	Audit current provision and identify strengths and gaps in listening and talking opportunities	For learners: Increased confidence and fluency in spoken communication	Teaching staff			



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Staff skilled in explicitly teaching listening and talking skills	Develop a progression pathway for oracy across all stages	Improve learner attainment in literacy particularly in listening and talking benchmarks	CfE E&Os			
Learners confidently using spoken language to think, learn and communicate	Provide Professional learning on strategies and approaches to develop listening and talking e.g. dialogic teaching, debate, structured group work, questioning techniques	Learners actively contributing to discussions, explaining thinking and questioning peers	CfE Benchmarks for Listening and talking			
A progression framework for oracy in line with Curriculum for Excellence	Model and share effective classroom practice, (learning rounds, peer observations)	For staff Increased confidence in planning and delivering oracy-rich lessons				
	Plan opportunities for pupils to practise oracy in different contexts (e.g. Assemblies, performances, debates, presentations) Class assemblies to be introduced this session	Consistency in progression and assessment of listening and talking across stages				
	Incorporate pupil voice into school improvement discussions giving pupils authentic contexts to use oracy.	For home: Parents/carers better understand how to support communication at home				
	Engage families in supporting oracy at home through workshops, parent drop-ins, resources and sharing resources.	For school: A culture rich dialogue embedded across the learning				



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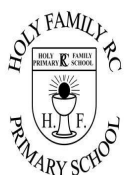
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		Self-evaluation evidence showing measurable improvement in oracy outcomes				

Priority 3	To improve the health and wellbeing of all learners by embedding Emotion Works as a whole school approach				
Context	Health and Wellbeing				
Links to Quality Indicators	QI 3.1				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B - Barriers to Starting I - In Progress C - Completed</i>	



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				or RAG		
				T1/ 2	T3	T4
A consistent whole school framework for developing emotional literacy and regulation	Audit current health and wellbeing provision and staff confidence focusing on emotional literacy	For learners: Improved emotional literacy – learners use common vocabulary to describe and manage emotions				
All staff skilled in the use of Emotion works to support pupils' wellbeing	SLT to provide professional learning for all staff on Emotion Works cogs framework	Greater resilience, self-regulation, and readiness to learn				
Learners equipped with tools and vocabulary to understand and manage emotions	Develop a progression pathway for using Emotion Works across all stages	Positive impact on relationships, behaviour and engagement in learning				
Families engaged in supporting emotional wellbeing at home	Integrate Emotion Works into daily practice (e.g. Circle Time, Restorative conversations, cross-curricular links)	For staff: Increased confidence in supporting emotional wellbeing through consistent use of Emotion works				
	Share resources and exemplar lessons to ensure consistency	Improved consistency in health and wellbeing delivery across the school				
	Gather pupil voice on how Emotion Works helps them understand and manage emotions	For home: Parents/ carers report better understanding of the				



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		language and strategies used in schools				
	Provide workshops/ resources for parents to strengthen home -school partnerships	Stronger partnerships between home and school in supporting children's wellbeing				
	Monitor and evaluate impact through wellbeing surveys, observations and self-evaluation tools	For school: A positive, nurturing ethos evident in interactions and relationships				
	Use of ELSA to support emotional wellbeing of targeted pupils	Self-evaluation evidence demonstrates improved outcomes in health and wellbeing				
	Professional learning for staff on Executive Functioning (EF) to meet needs of pupils with additional support needs	Staff will be able to spot the signs of EF and ensure earlier more targeted intervention				
		EF will help staff remove barriers for pupils and help pupils engage more fully in class.				

Priority 4	To improve and develop learners' skills for learning, life and work in line with Skills Development Scotland (SDS) Framework
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Context		Skills Development – Skills for Life , Learning and Work				
Links to Quality Indicators		QI 2.7 Partnerships,				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i> <i>or RAG</i>		
				T1/ 2	T3	T4
A clear whole school approach to skills progression in line with SDS for pupils for link in with	Audit current practice in skills development and identify gaps against SDS expectations	For learners: Learners confidently identify the skills they are developing and their relevance in future pathways				
Staff confident in explicitly teaching, modelling and assessing skills for learning, life and work,	Develop a skills progression pathway in line with SDS and ACC guidance	Increased engagement and motivation through real life and different learning opportunities				
Learners able to identify and apply transferable skills across the contexts	Provide professional learning for staff on embedding and assessing transferable skills	Improved readiness for further education, training and employment				
Stronger employer and community partnerships to enhance real-life skills development	Map skills development across the curriculum to ensure coverage and consistency	For staff: Greater confidence and consistency in embedding skills across the learning				



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	Create opportunities for learners to apply skills in real-life, interdisciplinary and enterprise contexts	Clearer links between curriculum areas and skills for learning, life and work.				
	Strengthen partnership with local employers and community organisations to provide authentic learning opportunities	For home: Parents/carers have a stronger understanding of how skills support career pathways and employability				
	To provide opportunities around school day for pupils to develop wider achievement	For school: Stronger community partnerships embedded in the curriculum				
	Support learners in reflecting on, recording and profiling their skills e.g. through learner profiles, digital portfolios)	Self-evaluation evidence showing progression in skills development				
	Engage parents/cares in understanding how skills development prepares learners for life beyond school	Contribution in closing the gap for learners with a skills progression pathway more relevant to their needs				
	To provide opportunities for learners to develop their skills across their community through participation in the Pope Francis Faith Award					



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