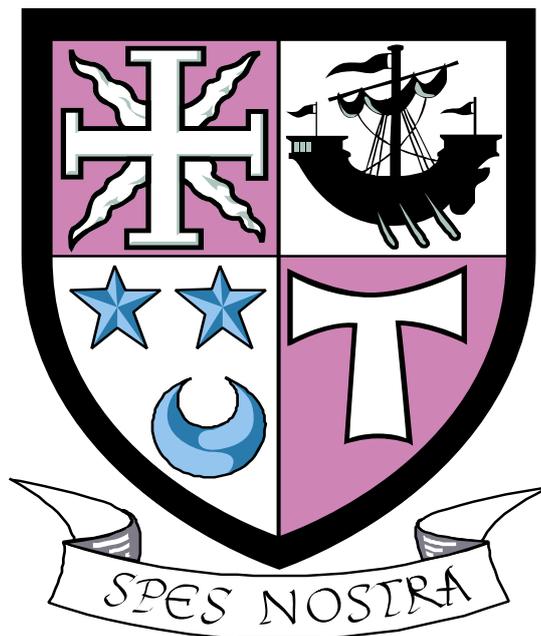


HOLY ROOD RC HIGH SCHOOL

Standards and Quality Report 2018-19



How Good is our School?

School Context

Holy Rood RC High School Mission Statement

We, the community of Holy Rood High School, inspired and helped by the Holy Spirit, aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognize, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupils' gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.

We are proud that our Mission Statement is not simply a declaration of our aspirations but a living document underpinning our Whole School Improvement Plan. Our agreed improvement priorities are how we realize our vision and aspirations.

Holy Rood is a 6-year comprehensive Roman Catholic secondary school, serving a large and diverse catchment area on the east side of Edinburgh. The school has a close and constructive working relationship with its six associated primary schools. In addition to the pupils who transition from these primary schools into S1, we are proud of the fact that a large number of pupils enroll in Holy Rood as a result of parental choice. The current S1 includes pupils from approximately 28 primary schools. Holy Rood is engaged in the Schools Programme of the Scottish Attainment Challenge. Although 47% of pupils belong to SIMD deciles 1 and 2, the school's achievements ensure this is not a defining feature of our profile.

Holy Rood Roll (August 2018)

Boys	545
Girls	517
Total	1062

Free Meal Entitlement	162
EAL	319
LAC	10
Young Carers	8

The predicted school roll for August 2019 is 1082

CEC's PPP building programme provided a new school building which was opened in August 2009.

HMIe inspected the school in March 2011 with a very positive outcome. The school's follow-through HMIe Inspection took place in March 2013 and the related report confirmed the school's continued progress: *"Significant progress had been made in raising attainment, particularly in S4 where improvement was excellent. Holy Rood High School provided a very good standard of education for its pupils"*. Current attainment statistics remain positive with two highlights being the notable improvement in numeracy/mathematics and our performance when measuring attainment against deprivation. This and ongoing support and challenge visits carried out by the Local Authority Quality Improvement Officer continue to record a high level of satisfaction with the school's progress and improvement. These visits validate the school's self-evaluation measures and provide evidence that Holy Rood Pupils have a very positive learning experience that is designed to meet the needs of all pupils.

Please view our website for more information: www.holyrood.edin.sch.uk

Capacity for Continuous Improvement

The school's approaches to self-evaluation and planning for improvement ensure good progress is made in meeting most Improvement Plan targets. Data analysis evidences a positive performance in terms of general attainment. EAL pupils do particularly well and the Scottish Attainment Challenge Mid and End of Year Reports evidence the positive impact on outcomes for groups targeted as part of the Schools Programme. The school's Leadership Framework is very effective in taking forward national priorities such as DYW, the Careers Education Standard and is a successful vehicle for enabling meaningful experiential CLPL. Working within the Leadership Framework, staff develop and/or enhance their professional skills which increases the school's capacity for continuous improvement. The school has been solution focused in meeting the challenges arising from the national issue of teacher recruitment and the impact of a recent IT refresh.

QI 1.3 Leadership of Change

Themes

Developing a shared vision, values and aims relevant to the school and its community

As a denominational school, the Charter for Catholic Schools provides a firm basis upon which to build our vision. All teachers understand their responsibility to support and promote the characteristics of the Charter. The school Mission Statement is based on the Charter's characteristics and it was created and is owned by pupils, staff and parents. The Mission Statement is on display in every room and around the school campus. It is regularly referenced in the daily life of the school and fronts all school Position Papers. Staff understand the social, economic and cultural context of the school and how it relates to the Mission Statement. Attainment data reflects the realization of the school's vision as articulated within the Mission Statement.

Evidence

- Charter and Mission Statement visible throughout the school building and in school documentation
- Mission Statement first slide on presentations at the start of every assembly and parents meeting
- 'Approval' from the Diocese of Saint Andrews and Edinburgh is bedded into the recruitment process for all teachers
- Renewing the Vision CLPL sessions delivered in August In-set 2018 and evaluated positively by staff
- New staff end of year evaluations indicate that the school vision is shared and lived out from the perspective of teachers new to the community
- The CLPL calendar highlights the links between CLPL activities and the professional standards of the GTCS
- The joint (3 Edinburgh RC schools) 1918 Education Act Centenary Event enabled pupil recognition of the positive impact of the Act and a renewal of community vision and values
- Regular Equity Bulletins ensure staff are updated with data relating to the school's context (SIMD, EAL, YC, FME) and are informed of ongoing interventions to address the equity agenda, particularly in areas they are directly involved
- Targeted interventions to address the equity agenda are having a positive impact on pupils as recorded in the Scottish Attainment Challenge Schools Programme Mid and End of Year Reports
- Regular review of 'Campus Standards' in Tutor Time and Year Group assemblies ensures pupil and staff engagement in reaching the high standards we aspire to
- Visitor Book comments and external evaluations from partners (e.g. Careers Fair evaluations) provide powerful statements on how staff and pupils identify with the school, promote it with pride and exude a warmth and honesty integral to our ethos
- Pupils' willing engagement in leadership programmes such as YPI (S5) and Caritas (46 S6 pupils) result in numerous practical applications of service to the common good
- Parent Council minutes reflect parental satisfaction with the school's high expectations
- Insight Data as documented in the Attainment Report evidences strong pupil performance resulting from consistency in the quality of the learning and teaching experience of pupils

Strategic planning for continuous improvement

Staff understand that change is needs-driven and ongoing formal and informal self-evaluation activities inform them of the rationale for any planned change. Self-evaluation activities make use of quantitative and qualitative data. Improvement is achieved through a range of well-considered plans with the intended impact on pupils identified as well as how success will be measured. School documentation supports staff understanding of how different improvement priorities relate to each other and contribute to the overall aim of improving outcomes for pupils. All staff members are able to contribute to our continuous improvement through their membership of School Improvement Groups (SIGs). The WTA and CLPL Calendar take account of identified priorities to ensure time is allocated for self-evaluation, professional dialogue and collegiate learning. A professional and measured flexibility to the execution of planned priorities ensures that any changes or unforeseen situations that arise are dealt with so that the pace and direction of change is effectively managed.

Evidence

- Formal end of year staff evaluations of Faculty and Whole School Improvement Plans evidence sound self-evaluation
- Calendared Link Meetings between CLs and SLT involve professional dialogue around targeted priorities as well as a progress update return
- Faculty analysis of Insight data is used to discover gaps at subject level and identify strategies to address them. This is evidenced in the records of annual Attainment Review Link Meetings between CLs and SLT
- Whole school analysis of Insight data is used to identify gaps and inform strategies to address the issues. This is shared with staff as evidenced In-set Programmes and JLT minutes
- Good practice and areas for development identified within the Sharing the Learning Experience (SLE) Programme (using a collegiate self-evaluation approach) is shared with staff and follow up actions take place at faculty level as evidenced in JLT and faculty minutes.
- The documented outcomes of a variety of pupil activities contribute to the data used to inform improvement priorities. These include outcomes of School and Cluster Pupil Focus Groups, faculty pupil evaluations, HWB Tutor Time surveys and the S6 Induction Programme (HGIOS4? Pupil Version self-evaluation activity
- A variety of parental consultations evidences parents' views are taken account of when identifying improvement priorities e.g. HWB surveys, timing of parents' meetings survey and Parent Council minutes
- SIG members formulate and implement Action Plans (linking them to the Whole School Plan) evidencing ownership of change
- SIG Action Plans and the Whole School Plan are supported by our published CLPL and School Calendar
- Records of teacher PRDs and the annual updated Holy Rood Leadership Framework evidences individual teacher CLPL pathways/achievements and leadership roles. This is indicative of how the school supports staff contributions to the improvement agenda with its desired positive impact on pupils

Implementing improvement and change

Staff enjoy and benefit from Holy Rood's Leadership Framework which provides an opportunity for individuals to be creative in their approaches and contributions to effective change that has a positive impact on pupils. The result is increased capacity across the school for collaboration and for innovation to flourish. The Framework supports staff in their willingness to take responsibility for implementing change and contributing to the school vision of delivering the pupil entitlement of equity of opportunity and social justice for all pupils. Practitioner Enquiry is encouraged, supported and the outcomes shared as/when appropriate across the school. The legacy of the school's involvement in SIPP (Schools Improving Partnership Programme) provides a sound basis for the further development of effective collegiate working within and outwith the school. The teacher skills developed through SIPP involvement are being further enhanced with the detailed monitoring of impact required by SAC reports. The Pupil Equity Fund (PEF) has provided an additional and welcome opportunity to use this increased staff confidence to think out the box as they seek to improve outcomes for pupils. Staff are increasingly feeling more empowered and informed and willing to explore creative approaches. Some initial steps have been taken to engage in the early collaborative opportunities created through the South East Improvement Collaborative (SEIC).

Evidence

- The school's Leadership Framework documents the recognized, specific and active contributions staff make to implementing effective change
- All teachers are members of SIGs and SIG Action Plans drive key improvement priorities
- SIG Action Plans and their End of Year Evaluations evidence their contribution to overtaking whole school improvement priorities
- The SAC Plan is formulated and owned by SLT and the SAC Coordinator and is shared with all staff so that the links with the Whole School Improvement Plan are obvious and collective responsibility is promoted
- The Whole School Improvement Plan incorporates priorities initiated by staff to promote innovation and creativity as evidenced in the establishment of the Professional Reading Group
- Pedagogical practice is a constant feature of our improvement planning thus providing opportunities for critical reflection and reviewing/refreshing of classroom practice e.g. introduction of Lesson Study, evaluation of impact of PSAs through the SLE programme
- In-set Day and CAT programmes and evaluations evidence the positive impact on staff of the CLPL sessions delivered by school colleagues e.g. ASL interventions and pedagogical approaches to improve the teaching of literacy
- The Equity Team Bulletin evidences the variety of creative approaches used to address the poverty related attainment gap
- Attainment Challenge Mid and End of Year Reports evidence the impact of interventions for targeted groups
- Documented outcomes (e.g. Link Meeting minutes) of school strategies to monitor and evaluate the impact of changes evidence we do this with effect
- JLT minutes evidence the sharing of outcomes of Practitioner Enquiries
- CL Forum minutes evidence how this platform enables CLs to propose, explore and implement change for improvement e.g. review of prelim arrangements
- The Rapid Outcome Assessment completed as part of our SAC evaluation evidences the impact of creative approaches to achieving improvement over time around family engagement

Next Steps for Leadership of Change

- Explore collegiate avenues for implementing change through the work streams of the SEIC
- Access Edinburgh Learns CLPL with a focus on Practitioner Enquiry
- Update leadership framework and create a Holy Rood CLPL booklet reflecting Edinburgh Learns CLPL Directory
- Plan opportunities for feedback on Lesson Study to all staff to support improvement in pedagogy
- Implement Lesson Study approach used in literacy and numeracy with a view to facilitating collaboration in pedagogy
- Embed curriculum-based family learning in literacy and numeracy

QI 2.3 Learning, Teaching and Assessment

Themes

Learning and Engagement, including use of digital technologies

Pupils contribute to and benefit from a gospel values-based ethos as defined in the shared vision of the School Mission Statement. A recognition of the dignity of the individual as well as a commitment to children's rights is the basis of the inclusive ethos and culture of Holy Rood. Positive relationships and a nurturing approach underpins all learning opportunities. Pupils understand and enjoy their learning and so take ownership of it. Our pupils actively engage in appropriately challenging activities which meet their needs. Pupils are given opportunities to exercise choice in their learning and benefit from the use of ICT when appropriate. Pupils are given opportunities to reflect on progress and agree next steps in response to effective feedback. Planned opportunities are provided for pupils to voice their views and they articulate that these views are listened to, valued and acted upon. Pupils play an active role in the school and wider community and benefit from planned leadership opportunities including leading learning.

Evidence

- The Mission Statement is integral to all aspects of school life and pupils express an awareness of it - it is included in all school policies and Position Papers and forms the basis of them.
- School values articulate with 'Developing in Faith' and HGIOS4
- Pupils involved in the Nurture Programme have good attendance and Initial evaluation evidences its positive impact on learner engagement
- The Tutor Time structure facilitates the nurturing of a key adult relationship as evidenced in our approach to S1/S2 Parents' Meetings which puts the pupil at the centre and supports ownership of learning
- Pupil Council Minutes and planned year group assemblies evidence pupil voice and active pupil participation.
- School and Cluster Pupil Council minutes and Faculty (You said, We did) noticeboards evidence the consideration/response given to pupil views.
- Faculty pupil evaluations evidence pupils' enjoyment of their learning
- Sharing the Learning Experience analysis indicates positive relationships between Tutors and pupils.

- There is a comprehensive range of wider achievement opportunities and pupil participation is high as evidenced in “Sign up September” and Supported Study Programmes (term time, holiday programmes, Study Club and Study Residential)
- Pupils make good end affective use of Scholar to support their learning (Holy Rood surpasses the National and Edinburgh average use)
- Pupils’ positive contribution to the school and the wider community is evidenced in feedback from partners and school visitors (e.g. Visitors’ Book and Partners’ comments on Careers Fair, DoE, Mark Scott Leadership for Life)
- Attainment Challenge pupil/family evaluations evidence successes of targeted interventions and growth in confidence.
- Outcome of pupil consultations re HWB Indicators is embedded in Tutor Time Programme
- Positive learner response to pupil led attainment assemblies.
- Pupil Reports, Awards Ceremonies, faculty achievement notice boards, Pupil Profiles evidence effective mechanisms to record/recognize achievements
- SLT minutes evidence discussion and actions taken in response to a planned programme of Pupil Council discussions.
- Strong pupil ownership of learning as evidenced through the quality of learner dialogues in Tutor Time, preparation for S1/2 Parents’ Meetings, S3 profiles, subject based profiling/Learner Logs
- 82.5% pupils registered to vote with the Electoral Commission

Quality of Teaching

Our teachers align their teaching approaches with the shared vision of the School Mission Statement. They make good and creative use of the physical school environment (including school grounds) and beyond to stimulate learning and understand the value of the appropriate use of ICT and use it to enhance lessons. Our pupils benefit from clear explanations and instructions which means they are effectively engaged and mostly confident in their learning. Teachers use their skills to develop higher order thinking skills in most pupils and their effective questioning techniques encourages curiosity. AifL techniques are valued and well-used so that teacher interventions and feedback are effective and appropriate. Teachers plan opportunities for pupil peer feedback and this supports improved outcomes. Teachers make use of professional reading to inform and improve learning and teaching.

Evidence

- SLE observations show individual/targeted pupil interventions match the aims of the Mission Statement to deliver high standards of effective learning and teaching
- Course outlines/programmes evidence use of school grounds and local environs (e.g. DRC, planned Geography, Art and Science outdoor learning activities, S1 John Muir Award).
- Minutes/evaluations of ICT SIG
- Analysis of SLE observations indicates pupils benefit from a high quality of learning and teaching
- Faculty pupil evaluations evidence effective pupil engagement including peer feedback
- Faculty and JLT minutes indicate teacher confidence and sharing of good practice in key areas of pedagogy (e.g. AifL techniques and use of effective feedback)
- Teacher and PSA evaluations of CLPL sessions evidence enhancement of pedagogical skills including approaches to teaching literacy and numeracy to the lowest attaining pupils (e.g. SRA, SEAL CLPL)
- Insight attainment data evidences we compare very favourably to our VC as a result of high quality learning and teaching.

Effective use of Assessment

Our teachers plan effectively to ensure clarity of lesson aims and that assessment is integral to learning. Teachers plan to ensure pupils have opportunities to demonstrate their knowledge and skills through a variety of means and contexts. Assessment approaches are chosen to meet the needs of the pupils and individual progress is understood by teacher and pupil. Teacher judgement is used to support more formal instruments of assessment and provide reliable evidence of progress and indicate next steps in learning. Teachers make use of planned moderation activities within subject areas and across the cluster to support a shared understanding of levels/standards

Evidence

- Faculty Course outlines evidence planned and appropriate opportunities for assessment in the context of learning
- Analysis of SLE observation and resources used in Tutor Time prepare evidence pupil awareness of levels and next steps in learning
- S1-S3 Pupil Profiles evidence skills development.
- Pupil annual and interim reports record progress and next steps in learning
- Faculty Pupil Learning Logs evidence assessment outcomes in relation to BGE benchmarks
- Programme of Tutor Time pupil activities provides planned opportunities for reflection on individual progress reports and target setting
- Pupils are coursed into appropriate pathways according to analysis of Insight data.
- P7/S1 transition information evidences prior attainment is taken account of in the planning of learning
- Faculty and cluster minutes evidence moderation activities

Planning, Tracking & Monitoring

Tracking and monitoring approaches are in place to measure the progress of pupils including identified cohorts (e.g. ASN, LAC, EAL pupils). We have clear information on attainment of pupils across the curriculum. We are becoming more skilled in using data to evaluate the impact of interventions and to self-evaluate the quality of our learning and teaching. Pupils are involved in planning their next steps in learning and interventions are in place to address poverty as a barrier to learning.

Evidence

- Minutes of Faculty Link and JLT meetings evidence available information on pupil attainment
- Whole school summary attainment data (including Insight, Standardized Test results, SNSA data, BGE levels, PSG minutes) is used to identify pupils at risk of not achieving potential and in need of interventions such as Nurture, SRA, SEAL, enhanced transition and Attainment Challenge interventions
- EDICT/ Insight data is used to identify the attainment gap and implement appropriate interventions
- Systematic approach to changes of levels for SQA presentation
- Identified progress measures contained in the Attainment Challenge Schools documents evidences our skill in measuring the impact of our interventions
- Significant number of recorded Pupil Support and SfL individualized interventions to support attainment in NQs

- Tutor Time Programme and Year Head pupil interviews support pupil attainment and next steps in learning
- Positive impact of Mentoring programme on SQA results.

Next Steps for Learning, Teaching and Assessment

- Continue to extend the use of ICT to enhance learning through the use of software packages (e.g. Show My Homework and Sumdog)
- Implement strategies to improve family engagement to support pupil ownership of learning (e.g. SEAL/SRA curriculum-based family learning – included in SAC Action Plan).
- Embed S6 leadership opportunities as part of the S6 Induction Programme to support a more effective contribution across the school
- Tracking and Monitoring SLWG to audit whole school procedures and update Position Paper
- Ensure cost of the school day is not a barrier to learning.
- Ensure effective use of PEF to allow all pupils to access opportunities across the 4 Contexts of Learning
- Ensure all pupils have access to the cluster agreed BGE core learning experiences
- Retain a focus on the skills for learning, life and work agenda
- Introduce Lesson Study in literacy and numeracy
- Provide CLPL in pedagogy (with a focus on AifL) to refresh staff knowledge and understanding to achieve consistency and quality across the school
- Explore opportunities for CLPL through the work streams of the SEIC and Lesson Study supported by Edinburgh Learns
- Continue a focus on pedagogy by revisiting Hattie's Visible Learning and deliver workshops based around recent SIFs (Summary of Inspection Findings)
- Plan opportunities for feedback on Lesson Study to all staff to support improvement in pedagogy
- Implement Lesson Study approach used in literacy and numeracy with a view to facilitating collaboration in pedagogy
- Embed curriculum-based family learning in literacy and numeracy

QI 2.4 Personalised Support

Themes

Universal Support

Across our school we have embedded very effective universal and targeted supports which, together with established strategies for promoting positive relationships, is having a positive impact on pupils' learning and progression. We ensure pupils are at the centre of our planning and that they have a say in their learning and development. All our pupils have planned opportunities to discuss their progress with a key adult who knows them well and supports them in reviewing their learning and planning next steps to build on their prior attainment. Teachers and support staff respond to the identified needs of individuals and teachers take care to ensure the pace and challenge within lessons is appropriate to these needs. Teachers understand the link between wellbeing and progress and act when/if concerns arise for individual pupils. Staff reflect on their practice and work collaboratively with stakeholders and partners to build capacity, so the school is able to meet the needs of most pupils.

Evidence

- Every pupil experiences key adult time twice per week (Tutor Time)
- Our Tutor Time programme evidences a range of planned opportunities to discuss and review progress and identify next steps in learning
- Learner dialogues across the curriculum evidence opportunities for pupils to reflect on progress and target set
- Positive Destinations data indicate the effectiveness of the planned PSE programme to support curricular progress and pathways.
- SLE analysis evidences a good level of consistency in meeting the identified needs of individual pupils through appropriate pace, challenge and differentiation
- JLT and Faculty minutes evidence the sharing of good practice in meeting the needs of pupils as identified through analysis of SLE
- 279 planned and 40-40 drop-in chaplaincy appointments evidence our understanding of the importance of well-being
- The good uptake in Supported Study opportunities (lunchtime classes, after school sessions, Easter School etc.) evidences the provision of supportive learning environments for all pupils. Analysis of Easter Supported Study attendance showed a high % of attendance of pupils from SIMD 1-3

Targeted support

Effective use of appropriate assessments ensures that pupils' needs are identified, and effective individualized interventions are put in place so that needs are met, and pupils are supported on meaningful progression pathways. Stakeholders with specialist skills and knowledge are consulted and involved along with the individual pupils and their families in decision-making about their learning and support strategies. Appropriate resources are in place to meet the needs of 308 identified ASN pupils.

Evidence

- YARC, Single Word Reading Tests and Confidential Pupil Information data is used effectively to identify the needs of individual pupils with the information shared and appropriate interventions applied
- Year Heads identify pupils at risk of not gaining 5+ NQs (especially in Literacy and Numeracy) and make effective use of established SfL bases and subject teachers to support pupil attainment
- The majority of the 57 pupils targeted for mentoring (as part of the Attainment Challenge), improved upon their prelim performance
- Pupil Support Bases provide an appropriate alternative curriculum for pupils: S1 (8), S2 (11), S3 (20), S4 (11)
- 21 S4-6 pupils completed SQA NQs in a Support Base
- The Nurture Programme provides an appropriate alternative curriculum/intervention for 8 pupils in each year group from S1-S3
- PEERS Programme provides appropriate HWB interventions for 16 pupils in S1/2
- Breakfast Club provision for 16 S1-S3 pupils
- Exclusion incidents have reduced from 50 in 2017-18 to 39 in 2018-19 and half days lost have reduced from 344 in 2017-18 to 218 in 2018-19
- Insight data evidences ASN pupils are identified and make good progress in their learning in comparison with the VC: lowest 20% Holy Rood = 118, VC = 85, middle 20% Holy Rood = 857, VC = 588, highest 20% Holy Rood = 1781, VC = 1642.
- Insight data evidences EAL pupils are identified and make good progress in their learning in comparison with the VC: lowest 20% Holy Rood = 271, VC = 175, middle 20% Holy Rood = 1055, VC = 759, highest 20% Holy Rood = 1831, VC = 1795.
- Individualized pupil plans evidence an inclusive approach to meeting the needs of targeted pupils: IEPs (30+ pupils benefit from identified classroom strategies and 70+ pupils benefit from Behaviour Strategy Plans
- Data captured relating to the impact of Attainment Challenge and PEF interventions evidences the effectiveness of our work in removing barriers to learning and in addressing equity of opportunity. (full detail can be found in the SAC Report). Interventions having a positive impact include:
 - Family Engagement Programme (twilight sessions focused on literacy, numeracy and HWB)
 - Enhancement of curricular interventions such as SRA, SEA, Sumdog and John Muir Award
 - Financial support with cost of the school day (curricular costs, curricular excursions, after school activities etc.)
 - Supported study opportunities including funded residentials
 - Introduction of resources such as bilingual dictionaries and MP3 Players
 - Partnership funding/sponsorship provides additional opportunities for targeted pupils to improve HWB and resilience e.g. Outward Bound, Skillforce, Mercat Tours
 - Provision of revision techniques and stress relief sessions

Removal of barriers to learning

The school has a very strong commitment to social justice and equity and is effective in minimizing potential barriers to learning. We are aware of our at-risk pupils and are successful in addressing the additional support needs of the identified cohorts such as LAC, EAL, young carers and pupils living in poverty. We review the progress of the different cohorts and amend interventions as appropriate. We pride ourselves in our success in creating an inclusive school which has high expectations for all learners.

Evidence

Effective PEF and Effective Attainment Challenge interventions (full detail in SAC Reports and PEF Statement) to address equity are evidenced by:

- Evaluations from the Family Engagement Programme
- Improvement and expansion of curricular interventions (SRA, Literacy Programme, SEAL, Sumdog and John Muir Award)
- Financial support provided for pupils to remove poverty as a barrier to learning (curricular costs, curricular excursions, after school activities, uniform, etc.)
- Supported study opportunities offered (including funded residential)
- Pupils readily accessing targeted resources e.g. bilingual dictionaries, MP3 Players etc.
- Pupil/staff evaluations of additional planned experiences (arising out of partnership funding/sponsorship) to improve HWB and resilience e.g. Outward Bound and Mark Scott Leadership for Life Award
- Insight data relating SIMD to evidences the effectiveness of the school's strategies to address poverty as a barrier to learning:
 - S4 attainment is almost identical to the VC in SIMD 1-3
 - S5 attainment exceeds the VC in SIMD 1-2 and greatly exceeds it in SIMD 3.
 - S6 attainment greatly exceeds the VC in SIMD 1 exceeds it in SIMD 2
- SIMD data is used to ensure a consistent and sharp focus on ensuring equity for all learners in all subject areas as well as in Pupil Support and Support for Learning
- The GIRFEC framework ensures pupils with barriers to learning and identified needs are monitored and tracked through the PSG and YPPMs.

Next Steps

- Analyse the pupil evaluation of the PSE programme
- Take forward recommendations from the Tracking and Monitoring SLWG to refine/rationalize the recording and monitoring of interventions supporting ASN pupils
- Continue to provide mentoring for identified pupils at risk of underachieving in the Senior Phase
- Explore the most appropriate means of continuing Nurture support for the current S3 pupils (possibly Prince's Trust Programme)
- Refine PSG to improve tracking and monitoring of vulnerable cohorts of pupils with the aim of improving outcomes for the cohort
- Amend structure of Attainment Challenge Family Engagement Programme

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

Themes

Wellbeing

We understand the importance of wellbeing and how it supports good outcomes for pupils. Effective support structures ensure we can identify and respond effectively to the wellbeing needs of our pupils and their families. The rights of children and the dignity of the individual (including all aspects of diversity) are central to our response to universal and targeted needs of our pupils and their families and the School Mission Statement underpins how we respond to the wellbeing needs of pupils. School staff and partners work together to provide a safe and secure environment for our pupils. Our nurturing environment provides a variety of means for pupils and the wider school community to feel valued and at ease in seeking support and in sharing sensitivities. The understanding by staff and partners that the nurturing of positive relationships underpins all aspects of our work ensures our pupils benefit from a high-quality learning experience provided by skilled and dedicated teachers and support staff. We have shared high expectations for all pupils and treat them as individuals whose needs deserve and require to be met. Staff and partners model respect in their interactions with each other and with pupils and their families. We take care to include and involve learners in discussions and decisions that impact on their lives. Our provision of a trained counsellor and Chaplaincy 1-1 services supports pupils in crisis and with ongoing individual needs.

Evidence

- The use of data (i.e. SIMD, Pupil Confidential Information, Welfare Reports and transition information) is used to inform interventions to effectively target pupil needs
- Year Heads review and respond to the changing needs of specific pupils as evidenced by regular staff updates
- Positive pupil feedback on impact of 'Coping with Exam Stress' sessions and HWB assemblies
- Appropriate resources are in place to meet the needs of ASN pupils e.g. Pupil Support Bases, Nurture spaces, PEERS Programme and Breakfast Club
- Ongoing ad hoc arrangements to support pupil inclusion e.g. vulnerable pupils engaged in break-time library groups
- Positive impact of strong partnership working as documented in Pupil Support, PSG and YPPM minutes.
- Accessibility of the curriculum for all pupils including hearing impaired, EAL, ASN, mobility impaired etc.
- Increased staff knowledge of the impact of poverty and ACES on learning is evidenced in CLPL evaluations
- Positive impact of work of HWB SIG (linked to HWB Indicators) as documented in interim and end of year evaluations
- Pupil evaluations on HWB activities and Attainment Challenge evaluations evidence positive impact of universal and targeted interventions
- Insight data measuring outcomes for pupils with ASN evidences the positive impact of school supports (e.g. EAL)

Fulfillment of Statutory Duties (with specific reference to Looked After children)

We comply with statutory requirements and national and local guidelines. Opportunities are created to ensure staff, parents, learners and partners are aware of and fulfil current statutory duties. All staff are aware of and look beyond the legislative framework for equalities to promote and celebrate inclusion and diversity. Staff undertake mandatory CLPL as appropriate to their roles.

Evidence

- Pupil needs are identified through CEC's Dyslexia Guidelines (36 S1-S6 pupils identified)
- AAA arrangements in place for 118 (S4-6) pupils during the SQA exam diet
- GIRFEC procedures are in place and evidence ASN legislation
- In-Service Programmes evidence staff annual update of Child Protection responsibilities
- Referrals to CRMG and ASAP evidence a proactive approach to meeting the needs of pupils requiring alternative provision.
- PSG Minutes and individualized pupil plans (including IEPs, behaviour strategy plans etc.) evidence an inclusive approach to meeting the needs of targeted pupils.
- Year Head and YPPM minutes document effective partnership working (e.g. Ed Psych, Campus Police Officer, EWO etc).
- Records of home visits and individual supports evidence positive EWO engagement with families.
- School values are linked to a recognition of the dignity of the individual, particularly in the areas of diversity, equalities and inclusion, as evidenced in School Position Papers and the practical supports provided for pupils (e.g. school-based counsellor and Tutor Time Programme)
- Outcome of H & S Risk assessment audit evidences compliance with legislation

Inclusion and Equality

Inclusion and equality are valued as central to the success of the school and fundamental to achieving positive outcomes for all our pupils. Our shared vision (as outlined in the School Mission Statement) underlines the inclusive aims of the school to support all pupils to achieve to their full potential, whilst addressing any barriers to learning. Curricular opportunities are planned for learners to explore diversity and multi-faith issues and to challenge intolerance. Pupils articulate that they feel supported to do their best and experience fairness and justice.

Evidence

- Records of Link Meetings document faculty strategies to address issues of equity
- Insight data evidences a good performance compared to the VC when measuring attainment V deprivation
- The Promoting Positive Behaviour Position Paper (incorporating the Equalities Policy) outlines the mechanisms in place to support and nurture the inclusive ethos of our school community.
- Introduction of the Circle document strategies have impacted positively on learners (e.g. behaviour strategy sheets)
- A variety of sensitively applied strategies support inclusion (e.g. PEF Statement of interventions, Nurture Programme)
- Primary visits to gather views on core experiences and cost of the school day evidence effective cluster working and the importance of the pupil voice.

- Interventions to improve family engagement (including twilight family sessions) as evidenced in Attainment Challenge Schools' Programme Mid and End of Year Reports
- RE (SCES resources) and PSE curricular programmes enable pupils to explore diversity, multi-faith issues and challenge intolerance
- Improvement in the attendance of ASN pupils evidences the positive impact of a range of programmes, (Nurture, PEERS and S2/S3 Improving attendance group)
- A range of interventions support inclusion curricular and pastoral inclusion: 1-1 appointments, dedicated school counsellor, targeted Tutor Groups (30 S1-S3 pupils, RUTS (4 S2pupils, 4 S3 pupils and 4 S4 pupils), breakfast club etc.)
- Pupils benefit from Chaplaincy support as and when needed: resource accessed on 297 occasions for 1-1 pupil meetings and 40-50 drop in meetings
- Positive impact of literacy and numeracy interventions (SRA, SEAL) is evidenced through questionnaires and staff observations of the SLE Programme March 2019
- Positive impact of PSA support in meeting the needs of individual targeted pupils (evidenced in SLE Programme -March 2019)

Next Steps

- Complete our journey to ensure we achieve full status as a 'Nurture School'
- Continue to build on successful efforts to improve family engagement and life chances of targeted pupils as outlined in our Attainment Challenge Schools' Programme bid
- Continue the expanded Mentoring programme for pupils at risk of not achieving full potential in SQA exams
- Continue with PEF funded interventions relating to the promotion of HWB (including our provision of an after-school homework club to enable pupil access to an environment that supports effective learning)
- Continue to ensure all staff are trained in Child Protection procedures as appropriate to their role
- Ensure school procedures comply with data protection legislation (GDPR)
- Review/update Position Papers on Equalities, Child Protection and Safe Guarding to ensure compliance with current legislation
- Follow through on the action plan arising from the H & S Risk Assessment audit
- Plan pupil voice exercise related to pupil views on equality and diversity.
- Evaluate SCES teaching resources to promote equity and inclusion across the curriculum
- Deliver assemblies to promote Equality and Inclusion
- Refresh pupil and teacher understanding and knowledge of Restorative Approaches
- Continue to use PEF to ensure the cost of the school day is not a barrier to learning for families living in poverty.
- Evaluate the PSE Curriculum.
- Evaluate the effectiveness of the PEERS
- Launch and celebrate new Nurture facility and evaluate the Nurture Programme
- Ed psych to deliver Nurture CLPL for CLs and YHs and DHTs
- Support further engagement with the CIRCLE document so that it is reflected in classroom practice more consistently
- Embed S1 Peer Mentor Programme
- Provide further CLPL to build on our knowledge of the impact of ACES and Resilience
- Explore strategies to remove the stigma of poverty
- Refine PSG to improve tracking and monitoring of vulnerable cohorts of pupils with the aim of improving outcomes for the cohort
- Expand the use of the HWB toolkit, PASS beyond SfL

QI 3.2 Raising Attainment and Achievement

Themes

Attainment in literacy and numeracy

Raising attainment is central to the work of the school, with a particular focus on literacy and numeracy. The impact of this is that pupils make good progress from their prior levels of attainment.

AND

Attainment over time

Across most areas of the curriculum, the school has consistently raised attainment over time. This is particularly true in mathematics and numeracy. Staff have developed a professional confidence in their judgement of pupil progress and this is confirmed through benchmarking and an appropriate range of assessments. Pupil progress is tracked and monitored with effective interventions (including Attainment Challenge interventions) put in place to support improvement in individuals and groups of pupils, especially at points of transition.

Evidence

Numeracy

- The SEAL programme evidences a positive impact with 100% of pupils improving their attainment in numeracy from baseline measures between P7 and S1(June)
- Third level attainment in S3 has improved for the third consecutive year - up 11% in 2017/18
- Fourth level attainment in S3 has increased to 58%
- Data evidences that broad banding has had a significantly positive impact on pupil attainment
- CfE levels from Jan and May of S3 pupils targeted by Attainment Challenge interventions:
 - 20% of targeted pupils moved up a level in maths
 - 80% of targets pupils improved within a level in maths
 - 63% of pupils feel more confident in numeracy
 - S4 attainment correlates with S3 performance
- Level 3,4 and 5 Numeracy data exceeds the VC
- % of pupils achieving Level 4 Numeracy increased from 81.41% to 89% (best performance in the last 4 years)
- % of pupils achieving Level 5 Numeracy increased from 45.23% to 58.2% (best performance in the last 4 years)
- Level 5 Numeracy presentation levels increased from 17% in 2016 to 65% in 2019
- Nat 5 Maths presentation levels increased from 20% in 2016 to 61% in 2019
- Pupil evaluations from STEM Study Weekends and Supported Study evidence positive pupil engagement
- AifL homework, focused pupil feedback and positive parental engagement contribute to raising attainment.

Literacy:

- The SRA programme evidences a positive impact with 100% of pupils improving their attainment in literacy from baseline measures between P7 and S1(June)
- The % of pupils achieving Level 3 in Reading has increased by 13.7%, in Writing by 15.7% and in Listening and Talking by 10.7%
- The % of pupils achieving Level 4 in Reading has increased by 29.4%, in Writing by 29.4% and in Listening and Talking by 29.4%
- CfE levels from Jan and May of S3 pupils targeted by Attainment Challenge interventions:
 - 80% of targeted pupils moved up a level in reading.
 - 20% of targeted pupils improved within a level in reading.
 - 88% of pupils feel more confident in reading.
- attainment correlates with S3 performance.
- Almost all S4 achieved a N3 award or above. N3 attainment exceeds the VC
- S3 curriculum structure supports a seamless transition from BGE to the Senior Phase
- Pupil attendance from prelim/folio Supported Study evidences positive pupil engagement
- Effective P7/S1 transition work supports pupil progress from prior attainment levels
- The effectiveness of the Reading Award Programme is evidenced by 127 pupils S1 achieving Bronze Level of Reading (5 reached Gold Level)
- Book lending from School Library has increased from 8,732 in 2017-18 to 9,426 books in 2018-19

Literacy and Numeracy:

- Literacy and numeracy tasks built into Tutor Time promote supports improved pupil confidence in applying their literacy and numeracy skills in different contexts
- CLPL in SRA and SEAL increased staff confidence in teaching literacy and numeracy across the curriculum as evidenced in staff evaluations of 8.65 (from 10)
- Improvements in attainment data evidences growing teacher confidence in their professional judgement and the effective use of benchmarks and assessments
- Minutes of Faculty Attainment Review Meetings, Link Meetings and Faculty Meetings evidence a consistently good quality professional dialogue around assessment
- Attainment data evidences:
 - effective moderation and verification procedures at faculty level
 - tracking and monitoring procedures (e.g. P7/S1 transition data, and Interim/Full Reports) are effective in ensuring pupils are presented at appropriate levels
 - the effective implementation of School Improvement Group Action Plans
 - effectiveness of ASN supports/interventions
- Performance at Level 3 Literacy and Numeracy consistently exceeds the VC evidencing the effective use of data (including SIMD) to identify pupil needs and the positive impact of SRA and SEAL interventions
- SAC Mid-Year Report evidences the ongoing positive impact on attainment in literacy and numeracy

Across the Curriculum (Senior Phase):

- The following data evidences good pupil progress from prior attainment:
 - In S4 the average Complementary Tariff points for the lowest 20% in S4 are identical to the VC.
 - In S5 the average Complementary Tariff points for the lowest 20%, middle 60% and highest attainment cohorts exceed the VC
 - In S5 the average Complementary Tariff points for the lowest 20% exceeds the Edinburgh and national average for the second consecutive year
 - In S5 the average Complementary Tariff points for the middle and highest 20% greatly exceeds the VC and exceeds the national average: Lowest 20% - HR 202,

VC 176, CEC 180, NA 192 Middle 60% - HR 617, VC 536, CEC 627, NA 595
Highest 20% - HR 979, VC 941, CEC 990, NA 964

- In S5 the % gaining 1+ at level 6 increased for the second consecutive year from 71.62% in 2017 to 76.73%
- In S5 the % gaining 3+ at level 6 increased for the second consecutive year from 39.19% in 2017 to 50.94%.
- In S5 the % gaining 5+ at level 6 increased from 21.62% in 2017 to 32.08%.
- In S6 the average Complementary Tariff points for the lowest 20% exceeds the Edinburgh and national average: Lowest 20% - HR 437, VC 338, CEC 358, NA 376
- In S6 the % improvement is: 5+ at level 5 increased from 74.56% in 2017 to 85.96% in 2018, 1+ at level 6 increased from 84.21% in 2017 to 95.61% in 2018, 3+ at level 6 increased from 60.53% in 2017 to 67.54% in 2018 and 5+ at level 6 increased from 39.47% in 2017 to 46.49% in 2018

Overall quality of learners' achievement

Pupils are empowered to have a say in their learning and they mostly display confidence and responsibility. Pupils have opportunities to use their skills and knowledge to play an active role in the school and the wider community. Pupils value their achievements and are keen to build on them. Pupils are aware of their responsibilities as global citizens and play an active role in carrying out appropriate duties.

Evidence

- Analysis of Sharing the Learning Experience (SLE) evidences learner dialogues in Tutor Time and across the curriculum enable pupils to have a say in their learning.
- Faculty pupil evaluations and feedback from S6 Induction HGIOS4 (Pupil Version) consultation evidences that pupils have a say in the quality of their learning experience
- Ongoing procedures for reviews of learning from S1-S (i.e. S1/S2 Personalization and Choice options, S2 – S5 pathway choices) evidences that pupils have a say in their learning
- The menu of opportunities and pupil uptake (as detailed in the Attainment Report) evidence that pupils enhance and expand their achievements through active participation in the school and local community (e.g. 46 pupils achieved Caritas Award, all S5 participated in YPI, 8 pupils achieved the Mark Scott Leadership for Life Award, 36 pupils achieved Duke of Edinburgh (Bronze Award), majority of S1 achieved Sir John Muir Award)
- Pupils' achievements are evidenced in the 2018 data of 94.7% pupils in sustained positive destinations

Equity for all learners, including specific reference to Looked After children and other Equity cohorts

There are good structures in place to address issues of equity for individual and groups of pupils. Disadvantaged pupils achieve well and are mainly successful in achieving sustained positive destinations.

Evidence

- Insight S6 data measuring attainment in relation to deprivation evidences the positive impact of school supports and interventions (refer to Attainment Report)
- Exclusion incidents have reduced from 50 in 2017-18 to 39 in 2018-19 and half days lost have reduced from 344 in 2017-18 to 218 in 2018-1
- In 2017/18 all LAC achieved a positive destination, 100% compared to our VC 84%
- The percentage of ASN Pupils achieving a positive destination generally compares favourably to the virtual comparator:
 - 2015/16 HR 93.5 VC 87.1
 - 2016/17 HR 94.6 VC 89.1
 - 2017/18 HR 88.7 VC 90.3
- Attainment Report data evidences full details of the positive impact of school strategies and interventions on outcomes for equity cohorts

Next Steps

- Build on previous CLPL to provide staff with a better understanding of the impact of ACES on pupil achievement and to support teachers in implementing appropriate and effective pedagogical approaches
- Reintroduce the Edinburgh Experience for S2
- Take forward recommendations from the Tracking and Monitoring SLWG
- Continue with our refined Attainment Challenge and PEF interventions
- Evaluate and refine our SQA Mentoring Programme
- Continue to embed strategies from CIRCLE document to ensure all classrooms are inclusive learning environments
- Embed changes to sharing of Pupil Confidential Information
- Evaluate and Embed Literacy Programme
- Focus on cluster approaches to teaching numeracy
- Analyse the impact of the use of bi-lingual dictionaries
- Continue to expand courses and programmes to enhance the range of pathways available to pupils

Equity and Best Value

Pupil Equity Fund

Interventions & Impact

- A PEF Coordinator was appointed to consult/identify/implement/evaluate strategies
- A Statement of agreed strategies is in place to address the cost of the school day
- The following is an indication of some of the additional work undertaken:
 - Period Poverty – money was spent to provide the time to enhance and properly launch the Government programme to provide all girls with free sanitary products and to reduce stigma around period poverty
 - Products are now easily accessible to all girls
 - **Impact** - girls are helping themselves to products. They have been well received and are being used appropriately with baskets always almost empty on refill day.
 - Take & Make Bags – soup recipe bags issued to all S1, complete with ingredients and step by step instructions for pupils to cook at home. The incentive was to promote family engagement whilst cooking and to encourage healthy eating habits.
 - **Impact** – 63% of pupils cooked the soup. 89% of parents felt the experience helped to build their son/daughters confidence in cooking at home.
 - Study Club – a safe place for pupils to study/complete homework. A snack, drink and bus pass provided if required. On average, 15 pupils attend weekly which often includes particularly vulnerable pupils
 - **Impact** – majority of pupils report they feel more supported with homework tasks and study outwith the classroom.
 - Revision Resource Library – a collection of subject specific revision books made available for loan in the library.
 - **Impact** – from February till May, 47 books borrowed for home use by 15 pupils. Books borrowed to use within the library is around 70. Positive impact on pupils expressing difficulties in studying at home due to family circumstances, lack of desk space etc.
 - CHAI (Community Help & Advice Initiative) – aims to relieve poverty, provide social welfare assistance, provide practical help, information, advice and support
 - **Impact** - 12 families engaged with multiple appointments. Common issues addressed are based around housing (temporary housing in particular) and debt management

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALED: £163,902
(£120,000 + £43,902 C/F)

THIS INCLUDED A CARRY-FORWARD OF £43,902 FROM THE PREVIOUS SESSION OF
WHICH £178, 513 HAS NOW BEEN SPENT.

THERE IS A CURRENT OVERSPEND OF £14,611 FOR SESSION 2019-20.

Best Value

- The school has established an Equity Team (includes the Business Manager) to oversee the spending of PEF
- The School Finance Committee oversees and agrees school spending and its membership comprises a range of staff representatives from across the school
- Quality assurance: SLT agree larger spends, the Equity Team agree proposals for smaller spends and the Admin Officer manages spending in line with CEC policy
- A statement of agreed PEF spending details the school's approaches to removing poverty as a barrier to learning – this statement is published and available to all staff and the Parent Council
- The school has one CEC waiver – Pupil Counsellor. All other spending is within the PEF Framework
- Use of resources (including digital resources) and equity of access – this is all captured in a regularly issued Equity Team Bulletin
- PEF spending is targeted effectively and is impacting positively on pupils living in poverty

Note: central financial processes have proved to be challenging in managing PEF at school level

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
Leadership of Change	5		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	5		
Raising Attainment & Achievement	4		
Personalized Support	5		

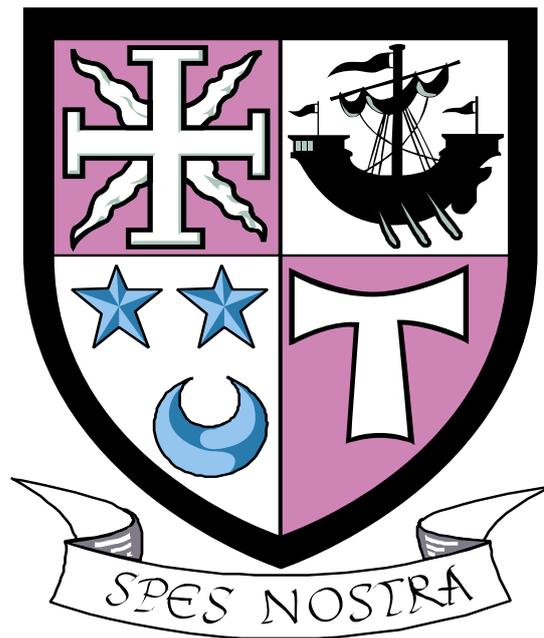
Self-Evaluation Schedule

	17/18	18/19	19/20	20/21
1.1 Self-Evaluation for Self-Improvement				
1.2 Leadership of Learning				
1.3 Leadership of Change				
1.4 Leadership and Management of Staff				
1.5 Management of Resources To Promote Equity				
Leadership And Management Overall				
2.1 Safeguarding and Child Protection				
2.2 Curriculum				
2.3 Learning, Teaching and Assessment				
2.4 Personalised Support				
2.5 Family Learning				
2.6 Transitions				
2.7 Partnerships				
Learning Provision Overall				
3.1 Ensuring Wellbeing, Equality and Inclusion				
3.2 Raising Attainment and Achievement				
3.3 Increasing Creativity and Employability				
Successes and Achievements Overall				

HOLY ROOD RC HIGH SCHOOL

Improvement Priorities

2019-20



Holy Rood has 4 key priorities as our focus for improvement.



Holy Rood RC High School Mission Statement

We, the community of Holy Rood High School,
Inspired and helped by the Holy Spirit,

Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community.

We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupils' gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.

Key Areas for School Improvement 2019-20

Glossary

NIF	National Improvement Framework (Government priorities)
NIF Drivers	Key areas identified by Government to enable school improvement
QIs/Themes	Quality Indicators (national measures used to determine how well schools are performing)
DHT	Depute Head Teacher
SLT	(School) Senior Leadership Team
HT	Head Teacher
PEF	Pupil Equity Fund (Government funding to support schools in removing poverty as a barrier to learning)
Attainment Challenge	Government initiative providing funding to support schools in closing the attainment gap between the least and most disadvantaged young people
Attainment Challenge Development Officer	Teacher appointed to oversee school interventions funded by the Government
HWB	Health and wellbeing
Positive Destinations	Meaningful outcomes for pupils after leaving school i.e. apprenticeship, college, university, training, employment

PRIORITY 1

<p>NIF Priority 1 – To improvement in attainment for all, particularly in literacy and numeracy</p> <p>NIF Driver(s) – Parental Engagement, Performance Information, Teacher Professionalism</p>	<p>QIs/Themes</p> <p>1.1 Self Evaluation for Self Improvement</p> <p>2.2 Curriculum: Development of the Curriculum</p> <p>2.3 Learning, Teaching and Assessment: Learning and Engagement, Effective use of Assessment and Planning, Tracking and Monitoring</p> <p>2.5 Family Learning: Engaging Families in Learning</p> <p>3.2 Raising Attainment and Achievement</p>
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Priority 1	To raise attainment with a focus on literacy and numeracy	Overall Responsibility	DHT Raising Attainment DHT Support for Pupils
Outcomes	<p>Pupils take responsibility for their learning, understand its purpose and make very good progress from their prior levels of attainment, particularly in literacy and numeracy. The school Mission Statement is evident in practice i.e. we deliver high standards of effective learning and teaching that enables all pupils to develop positive attitudes towards learning and achieve their full potential.</p>		

PRIORITY 2

<p>NIF Priority 2 – To close the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver(s) – Parental Engagement, Performance Information, Teacher Professionalism, School Leadership</p>	<p>QIs/Themes</p> <p>1.1 Self-evaluation for Self-improvement: Collaborative approaches to self-evaluation</p> <p>1.2 Leadership of Learning</p> <p>1.3 Leadership of Change</p> <p>2.2. Curriculum</p> <p>2.3 Learning, Teaching and Assessment: Learning and Engagement, Effective use of Assessment and Planning, Tracking and Monitoring</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p>
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Priority 2:	To align/coordinate PEF and Attainment Challenge interventions with other school interventions to ensure a cohesive approach to closing the attainment and achievement gap in our school.	Overall Responsibility	HT SLT Attainment Challenge Development Officer
Outcomes:	<ul style="list-style-type: none"> • Parents, pupils and staff are aware of and play a role in PEF/Attainment Challenge interventions for 2018–19 • Staff use a wide range of performance information to identify the school’s specific attainment gap and to inform strategies to address it • Effective systems are in place to promote equity for our most disadvantaged pupils • The school Mission Statement is evident in practice i.e. “we create a supportive and nourishing environment that enables all pupils to achieve their full potential.” 		

PRIORITY 3

<p>NIF Priority 3 To improve children and young people's health and wellbeing</p> <p>NIF Driver(s) – Parental Engagement, Teacher Professionalism, School Leadership, School Improvement</p>	<p>QIs/Themes</p> <p>1.3 Leadership of Change</p> <p>2.4 Personalised Support: Universal Support, Targeted Support, Removal of barriers to learning,</p> <p>3.1 Ensuring Wellbeing Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p> <p>3.3 Creativity and Employability</p>
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Priority 3:	To improve the health and wellbeing of all pupils.	Overall Responsibility	DHT Pupil Support
Outcomes:	<p>We have a shared understanding of HWB and our approach improves pupil outcomes, so they feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The school Mission Statement is evident in practice i.e. we promote the spiritual, intellectual, moral, physical and emotional wellbeing and social development of everyone in our school community.</p>		

PRIORITY 4

<p>NIF Priority 4 – To improve employability skills and sustained positive school leaver destinations for all young people</p> <p>NIF Driver(s) –Teacher Professionalism, School Leadership, School Improvement</p>	<p>QIs/Themes</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.3 Learning Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>
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Priority 4	To ensure effective provision for pupils to develop employability and career management skills (CMS) so they achieve positive and sustained destinations.	Overall Responsibility	HT SLT
Outcomes	<ul style="list-style-type: none"> • The school's improving trend for sustained positive destinations is continued • The School Mission Statement is evident in practice i.e. pupils achieve their full potential and build the resilience and self-awareness required for life. 		