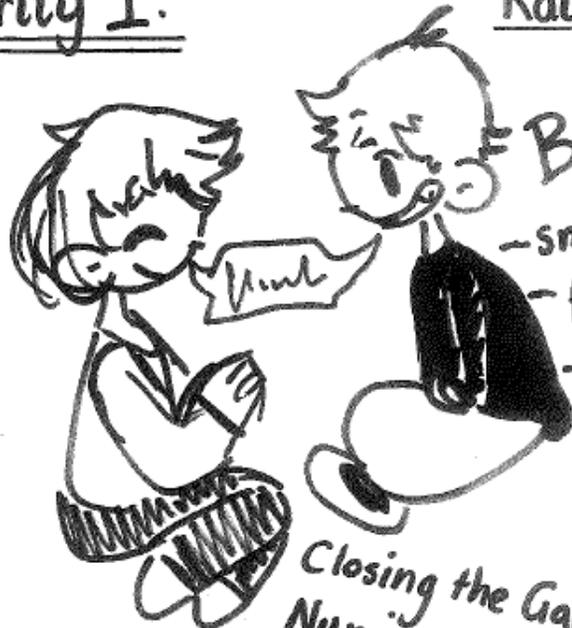¡Hola!

Holywood

School Improvement Plan

2019 - 20

Priority 1: Raising Attainment in Literacy and Numeracy
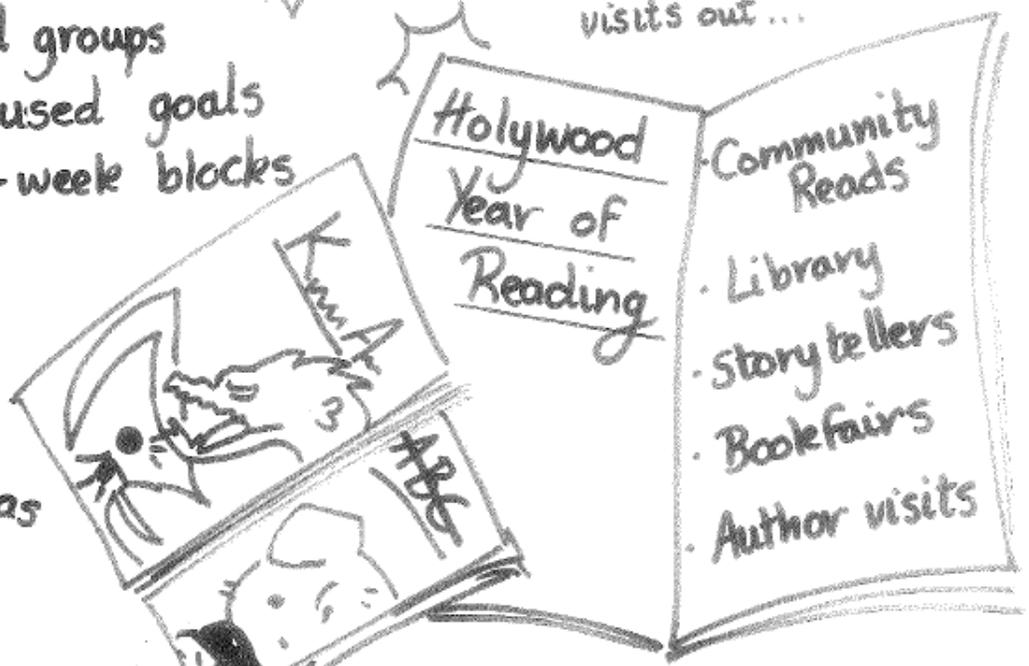
Booster Groups:
- small groups
- focused goals
- 6-week blocks

Closing the Gap
Numicon Big Ideas
and more...

PEF for teacher cover, resources, visiting authors, visits out ...

Holywood Year of Reading

- Community Reads
- Library
- Storytellers
- Bookfairs
- Author visits

Reading for Enjoyment!

Increased Confidence!

Increased Reading Skills!

Family Learning!

Priority 2:

PEF for playground resources.

To promote and develop discovery play-based learning across the school.

Big Break:

All learners get the time and space to explore and play in the school playground.
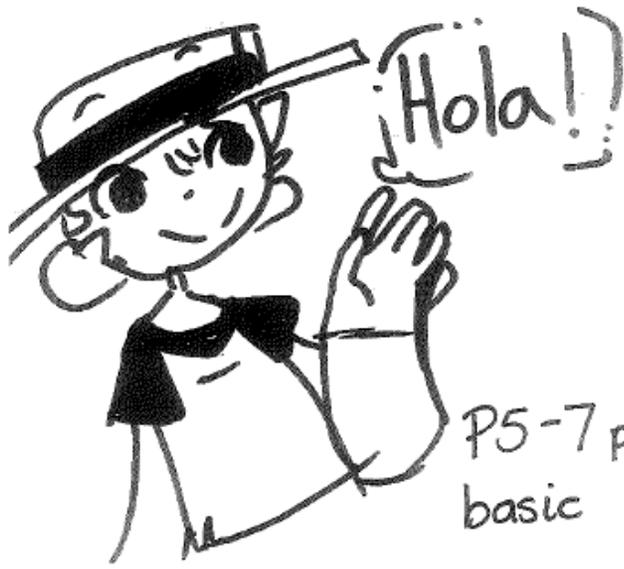
Breakfast and Play:

Families can come for breakfast and then head to the playground to explore and play.

Stay and Play:

Families can stay after school to join in play.

¡Hola!

Priority 3:
To promote and develop Modern Language L3: Spanish

uno dos tres . . .

P5-7 pupils learning basic Spanish.

P5-7 share learning with others.

Culture! Traditions!

Spanish evening class for parents and pupils!

Spanish celebration of learning!

4

School Improvement Planning
Returns to Local Authority
(2019 - 2020)

School: Holywood

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement
Our Pupil's Vision Statement: Confident, Creative Learners with Big Ambitions. Kind to each other. Kind to the planet.
Rationale: We (Team Holywood and the wider community) aim to support our pupils to become Global Citizens:
- *By understanding the wider world and their place in it.*
- *Using skills for learning, work and life to take a place in a culturally diverse world.*
- *By ensuring that pupils have excellent numeracy and literacy skills.*

Values we promote throughout Holywood and the wider community are:

- *Teamwork – Responsibility; Honesty; Co-operation; Respect; Friendship*
- *Independence - Self-confidence; Effort; Resilience*
- *Individuality and Creativity - Self belief*
- *Happiness*

Aims
We aim to enable all our pupils to become:

- *Confident Individuals*
- *Responsible Citizens*
- *Effective Contributors*
- *Successful Learners*

Review Activities (2018/19): Family Talk Board: all families in school were given a comment board which stated the current vision, values and aims. Asked families to discuss what evidence they see of these in the ethos and life of the school. Asked families to comment on what we currently do well and what we need to work on. All responders stated that the current vision, values and aims capture the ethos and life of the school. They acknowledged that they were ongoing and ambitious for our pupils. Most felt communication was strong and praised the staff team for modelling the team ethos which is at the heart of our vision, values and aims.

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1: **Learning for Sustainability** **NIF Priority** Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** School Leadership Parental Engagement **HGIOS? 4 / HGIOELC? QIs:** **1.5 management of resources to promote equity** **2.2 Curriculum** **2.5 Family Learning** **2.7 Partnerships**	Pupils have increased awareness of healthy eating, are able to make better health and wellbeing choices. Able to grow, harvest and cook their produce. Pupils able to share healthy food choices and skills with parents/ carer / family members. All pupils – improved skills for life, work and learning through use of greenhouse space on Big Thursday – Outdoor learning, STEM learning. Senior pupils modelled interior designs – Sketch Up and scale models. Met with Plaswood Company – discussed designs, layouts, and prices. Ordered bespoke planters. Parents upskilled in growing produce and confident in cooking healthier meals with their child – 56 pupils attended cooking club. All parents joined shared finish to eat and discuss learning / 14 parent volunteers to learn at and to support learning at cooking club. Pupils, parents and staff - Improved positive relationships / reduced stress through gardening - community gardening polytunnel. (15 parents from 41 families volunteered to be on the greenhouse working party) Healthy Cooking afterschool club supports the use of school grown produce. Meals shared with family members at the end of each session. (Great networking opportunity for parents/ families) Recipes shared with parents/pupils. Pupils blog cooking together at home – share wider achievement. Cooking together opportunities provided for all pupils and parents – burger night (80 pupils and parents attended), soup and dessert lunch (25 parents attended). Use resources purchased from last sessions PEF funding.	Family allotments to be created in the polytunnel. Support provided by expert parents and community members. All staff plan literacy and numeracy experiences in the greenhouse space – rich tasks, transfer skills – raise attainment. Continue planned Healthy Cooking Clubs throughout the session –open to all pupils. Pupils develop ideas for Food Technology opportunities – for example: Pizza Stall at Gala Day. School IDL programme reviewed to ensure that the new learning environment is being used well by all teachers and pupils to support learning particularly in the STEM subjects.

School Priority 2: **Developing an inclusive learning environment.** **NIF Priority** Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** School leadership Parental Engagement **HGIOS? 4 / HGIOELC? QIs:** 2.1 Safeguarding and Child Protection 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement	All staff trained in KiVa approach – KiVa approach implemented from P3-7 (P1/2 pupils trained in Emotion works Programme). Initial baseline assessment showed that almost all pupils felt safe and happy at Holywood. Supporting others and having strategies to manage different situations were needed. The impact of the KiVa implementation to date has been for pupils has been: • Reduction in negative playground behaviours – More tolerant and inclusive pupils. (95% of P5-7 pupils playing large team games in term 3 and 4 at breaktimes) • KiVa discussions in class, increasing support and understanding. Incidents reduced to almost nothing. • To date this session: parents contacting school due to behaviours down to 2% from 16% last session. • Improved mental health for pupils. 98% pupils state that they are happy at school. Attendance of all pupils very good. • Build the team – pupils, staff and parents/ carers. Feedback from all sources tells us that we are on the right journey – positive. • Solution focussed – increasing pupil, parent and staff capacity to resolve issues related to negative behaviours. • Parents and staff have a more consistent approach to behaviour. This improved partnership working has meant issues are resolved early in most cases	Continue to work and embed KiVa approach to ensure that: Reduction in verbal, physical and online bullying incidents. Increased pupil engagement in learning. Improvement in academic attainment. Update school behaviour policy to reflect KiVa approaches in line with the Respect Me policy.
School Priority 3: **Learner Participation** **NIF Priority** Improvement in attainment particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children **NIF Driver** School Improvement Assessment of Pupil Learning **HGIOS? 4 / HGIOELC? QIs:** 1.3 Leadership of Change	Learners will have a say in the quality of their learning experiences and how to improve – all learners have been involved in feedback sessions. Some pupils suggesting ideas for learning in IDL most recently a P7 pupil suggested learning activities for Week in the Woods. A P7 pupil proposed, organised and ran Survival Club after school group. Staff need to design more effective strategies for eliciting the true picture as messages from pupils wide and did not support progress. Some learners can engage in challenging dialogue and ask questions about their learning and progress. Most senior pupils using math's assessments very well to discuss and set own targets – continue to move out across all stages.	Use HGIOURS challenge questions with the pupil council. Empower pupils to ask and answer reflective questions to support participation and improvement. Targets need to be used more effectively with all pupils. Live and relevant. Pupils gathering own evidence to support targeted learning should enable them to engage in challenging dialogue about their learning and progress.

2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
2.1.1 Report on the impact of PEF • **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?** • **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** • **How well are you removing barriers to learning and ensuring equity for all?**	PEF funding has allowed us to develop the learning environment to better support the needs of all learners. Developing different contexts for learning will better support the 35% of pupils with additional support needs on our current school roll. These projects have been planned and developed to have long term impact and sustainability but have taken time to implement mainly due to planning and procurement delays. Involving all stakeholders to ensure ownership, understanding and engagement also takes time but has been essential to ensure the future success of the projects. We are now at the stage where we can target specific families / learners and track progress. We continue to put equity for all at the centre of our learning approaches. Positive parent feedback supports our current approaches. Parents of pupils with significant need have remarked on the inclusive opportunities for their children. We have very few pupils in the poverty deciles – all pupils in these families are on track or ahead in learning across the curriculum. One family need us to support with pre and post school support due to current family needs. We are looking at projects for next session to support this change in need. For the past five years, 60% of school staff have been temporary contracts. This has made it difficult to take initiatives forward consistently, for example, 2 years ago all staff trained in Numicon approaches – only one member of staff remains with the training experience. This issue has now been resolved as all staff in school are now permanent for next session enabling us to take improvement forward as a team. Having the PEF funding continues to mean that as a school we can access some third party resources without the 'red tape' and limitations of referrals. For example: We have again contacted the Aberlour Charity and have asked them to support a piece of transition work for one of our pupils – we were able to make this happen within two weeks of the initial meeting and we can have the support bridge this term and term 1 at secondary school. High positive impact to ensure one of our pupils makes a successful start to secondary school. (Last sessions intervention supported the pupil to make a very positive start at secondary.) These changes to third party access are supporting the removal of barriers for our pupils.

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
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.*	Feedback from all stakeholders informed us that we have vision, values and aims which are relevant in the Holywood context. Parents reported that they can see, hear and feel the vision and values in the ethos and life of the school daily. Quality, planned and unplanned, professional dialogue, collegiate learning and self-evaluation are ongoing by all teaching and non-teaching staff. Team approach to planning for change and improvement. Learning assistants investing time and skills to work in partnership with teachers to secure best outcomes for learners. The headteacher continues to create an ethos which supports creativity, innovation and enquiry.	Further work needed to encourage pupils and parents to be leaders of learning too. Moving improvement forward can be achieved more effectively with the appointment of permanent, high quality teaching staff in all posts. Teaching staff have the motivation, capacity, skills and experience to take on leadership for learning projects for the purpose of raising attainment and improving learning and teaching.	4
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Holywood School has taken part in the pilot to develop the SEEMIS Progress and Achievement tool. Staff confidence is developing in assessing and recording progression through a level and achievement of a level. We are confident that all learners experience activities which are varied, differentiated, active and provide effective support and challenge. Big Thursday – developed this year to include: STEM learning – engineering. Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. P7 pupil is currently leading Survival Club for P5-7 pupils afterschool which he planned and organised.	In time the tool will support tracking and monitoring overtime and allow us to map a pupil's learning progression. Reading Hub and Greenhouse; new learning contexts – planning must now be put in place to develop literacy and numeracy experiences in these learning spaces. Targets need to be used more effectively with all pupils. Live and relevant. Pupils gathering own evidence to support targeted learning should enable them to engage in challenging dialogue about their learning and progress.	4 5

3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Inclusion – Team Holywood continue to promote and build on equity for all learners. Two new families have commented regularly on: the quality and range of learning experiences we are providing for their children and for meeting their diverse learning needs; the improved skills and confidence of their children and how happy their children are at Holywood. Outdoor spaces are used well to promote positive relationships and wellbeing. Outdoor learning is a weekly feature in addition to Week in the Woods. Learners have been frequently observed transferring learning from the classroom to the playground – 2 P2 pupils were taking the grass sledges to different surfaces to find out where they could slide best. Rough safety ramp – too much friction. Grass hill – better. Adding water to make the grass hill slippy– no time to test as the bell went for end of break.	Time and resources need to be given to support immersive play for all pupils. Learners need increased opportunity to explore and discover through play in the playground. Families need to have the opportunity to partnership play together in the playground within and out with the school day.	4
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	We continue to look for ways to empower the learners to have a say in their learning experiences and how to improve. Holywood Reading Challenge was launched in January – very few learners are participating (around 16%) our lowest ever uptake. Results of challenge feedback are still to be collected (June 2019). Attendance levels are high. We have 0 exclusions. Inclusion – all staff strive to ensure learning experiences are inclusive for all pupils. Parents of pupils with additional support needs have commented positively on the approaches of the school team in ensuring their children are fully included – embedded in the ethos and values of the community.	Ongoing work needed to ensure senior boys engagement in literacy aspects of the curriculum. Little to no impact on improving Reading for Enjoyment for learners. Higher priority needs to be given to reading and reading for enjoyment next session. Need to look for partners and businesses to support development of literacy skills for all pupils. Increasingly difficult to support the increasing level of learning need within the school. Support staff hours are restricted due to budgets and resource cuts. Holywood staff are making it work by working beyond capacity and expectation. Permanent teaching staff who know the pupils, the context and setting of the school are now in place and ready to take learning and teaching forward in a sustainable way. Staff need to seek out accreditation to recognise and celebrate achievement of learners.	4
2.2 Curriculum: Theme 3 Learning Pathways	Outdoor learning is a regular, progressive curriculum led experience for all learners. Holywood pupils had	Due to LA absence and lack of hours we found it very difficult to support small group developments this session. Need to re-address this with ASL	

	more experience of outdoor learning than two of our temporary teachers this year. Staff consulted with pupils about their knowledge and skills. Asked pupils to co-plan experiences and learning opportunities to build on prior learning. The result was confidence and skill building for staff and importance of pupil voice and ownership of learning. Successful for all.	teacher to find positive solution focused approaches for next session.
	Our curriculum has a strong focus on developing the skills our young people need in the world of work. The inclusion of STEM subjects and computer science / digital literacy into Big Thursday has ensured that all learners have weekly learning experiences which are planned and progressive. This approach has upskilled teaching staff who now have experience of teaching these subjects from Early through to Second level. Confidence and skill have grown.	Technologies resources need to be updated to ensure that learners have access to technology which is up to date and extends their learning (Holywood and Newbridge Community Council have been asked to support with this development).
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	Healthy Cooking Club shared finish promoted positive relationships and networking amongst parents and families. 93% of pupils attended cooking club and all had family members come in to enjoy the food they had prepared. Dialogue about recipes, healthy ingredients and trying recipes at home from pupils and parents. Burger night – pupils made burgers and a pop-up restaurant was held in the evening for families. Soup and Dessert lunch – P3/4 made soups. P5-7 made desserts – parents and family members invited to join us for lunch. Pupils given real opportunities to use their Skills for life and work. Pre-school family members becoming comfortable in the school environment from an early age.	Pupils would like to use their home grown produce for cooking club and parent/ family events. Opportunity needed for parents to attend cooking classes and improve their own life skills. Consider Food Technology in the Big Thursday timetable for next session.
	The head teacher regularly attends the Community Council meeting to ensure that the school is at the heart of the local community. Supporting and receiving support from wider community members. Parent Council continues to have between 12-14 members attending regularly (from 46 families).	Wider community need to be consulted to develop partnership working which improve outcomes for learners. Rural location and 85% of pupils not being from catchment have caused us to stall in this area.

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
		How are you using pupil equity funding to improve outcomes for learners?	
School Priority 1 Raising attainment in literacy and Numeracy **NIF Priority** Improvement in attainment particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** School Improvement Assessment of Pupil Learning School leadership Parental Engagement	All staff involved in using data and professional judgement to identify pupils who need short term input to boost learning in literacy and numeracy to close attainment gap. 90% of identified learners will have attainment raised in literacy and / or numeracy.	**Booster Groups:** Staff identify learners in partnership with Booster Group staff lead. Staff lead identifies effective strategies (for example: Closing the Literacy Gap, Numicon Big Ideas), new resources or new training to support the needs of the identified group members. Booster groups planned in literacy and numeracy: -Short term (6-week maximum) focus groups to develop skills. -Group sizes limited to between 1 - 4 pupils. - Pre and post baselines to measure impact.	**PEF - £3000** **Responsible/ lead person:** I Pattie **Time allocations:** Ongoing throughout the 2019/ 20 school session. Maximum 6-week block allocated to each Booster group. **Resources:** Supply teacher hours, staff training, pupil resources, transport costs, entrance fees (very much dependent on strategies and approaches identified by Booster Group Staff Lead). (All staff trained in Numicon approaches: additional £1800 PEF) (All staff attend national Dyslexia Conference: additional £780 PEF)
HGIOS?4 / HGIOELC QIs 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	90% of learners have increased engagement in reading for enjoyment. 90% of identified learners have improved reading and comprehension skills. 90% of learners transfer improved skills across the curriculum. Almost all family members have increased skills and understanding of how to support/	**Holywood Year of Reading:** All learners baseline assessed in reading for enjoyment. Focus group of learners identified to plan, organise and lead aspects of the Year of Reading; working in partnership with staff lead. Staff lead plans partnership approaches to develop a reading community. For Example:	**PEF - £3000** **Responsible/ lead person:** K Jardine **Time Allocations:** Ongoing throughout the 2019/ 20 school session. Minimum one event per term for the whole school to access.

		Community Reads, Library Service, Storyteller, Author visits, Poet in residence, Moat Brae etc. Staff lead attends relevant training to support reading development (Identifies training opportunities for all staff to support sustainability of approaches).	**Resources:** Supply teacher hours, staff training, pupil/ family resources, transport costs, entrance fees, visiting specialist fees, printing costs, advertising costs (very much dependent on the strategies, approaches and events identified by the focus groups and Reading Year Staff Lead)
School Priority 2 To promote and develop discovery play-based learning across the school **NIF Priority** Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** School Leadership Parental Engagement **HGIOS?4 / HGIOELC QIs** **1.5 management of resources to promote equity** **2.2 Curriculum** **2.5 Family Learning**	All learners provided with the opportunity for extended immersive play. All pupils able to problem solve, investigate and discover through quality play experiences. Skills for life and work enhanced through play opportunities. All parents provided with an opportunity to develop their play skills alongside their children.	**Big Break:** All learners provided with the time and space to free play in the school grounds (outside in all weathers). All staff support play by planning opportunities, extending play through observation or questioning, and by providing resources. **Breakfast and Play:** Families can come in for breakfast before undertaking play experiences in the school grounds. **Stay and Play:** Parents and family members are invited to stay and play on selected days before and after school to join in with play-based learning with their children.	**PEF: £3000** **Responsible/ Lead person:** HT **Time Allocations:** Big Break: Monday 9 -10am Breakfast and Play: 8 –9am (Monday plus additional day to be decided) Stay and Play: 3-4pm (days to be decided) **Resources:** Playground equipment, science resources, water play resources, breakfast club resources (other resources are dependent on the play interests and directions indicated by the learners).

School Priority 3 To promote and develop Modern Language L3 (Spanish) To enhance learning opportunities in Modern Language L2 (French) **NIF Priority** Improvement in attainment Improvement in employability skills **NIF Driver** Teacher Professionalism School Improvement Parental Engagement **HGIOS?4 / HGIOELC QIs** **2.2 Curriculum** **2.3 Learning, Teaching and Assessment**	All learners in P5-7 will have access to quality Spanish language learning and teaching experiences. Pupils in P5-7 will have opportunities to extend their language skills by sharing learning with younger pupils. All learners will be provided with opportunities to learn about the Spanish culture and language. All families will be provided with opportunities to learn about the Spanish culture and language. Pupils will have the opportunity to interact and extend learning in French language and culture through a link with a school in France.	Whole school; Spanish IDL – term 3 P5-7; weekly Spanish lessons – term 3 Parent and Pupils; Spanish Evening Class – term 3 Wider school community; Spanish celebration of culture and language – term 3 Staff member to visit school in France through the Nancy-Metz project. Aim to support the improvement of French language and pedagogy in modern language. Link to be established between classes at Holywood and Nancy-Metz. (Skype – for talking and listening development, Pen friends – for cultural exchange and language development)	**Responsible/ Lead Person:** R Stapleton D Hamilton (School volunteer) to advise and support **Time Allocations:** January 2020, Term 3 Spanish Introduction, October 2019 Nancy-Metz visit, Planning day **Resources:** Supply Cover, 3xStaff development sessions.