



School/Establishment	Holy Family Primary School
Head Teacher	Andrew Gallagher
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale

In Holy Family Primary School, we are actively engaged in the pursuit of excellence. It is our purpose to provide a Catholic education of the highest quality that will enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to:

- *Create an ethos of achievement within our learning community and so raise standards of educational attainment in all areas of the curriculum*
- *Support and develop the skills of all staff to ensure the highest standards of learning and teaching*
- *Use enterprising learning and teaching practices that encourage enthusiasm, creativity and ambition enabling each individual to reach their highest standards of achievement*
- *Work in partnership with home and parish to build a sense of Christian community where all members are held in high respect and their dignity, worth and individuality are respected*
- *Welcome parents as active participants in the life of the school to help all children develop physical, social, spiritual, mental and emotional health and well-being*
- *Ensure the deployment of excellence by fostering high quality leadership at all levels*



At Holy Family achieving equity and excellence for all children is our central aim. This year we will receive £34300 in PEF funding which will be used to ensure that every child at Holy Family had equity of opportunity to succeed, with particular focus on closing the poverty-related attainment gap. We understand the importance of providing a safe and inclusive environment and we are aware of the different barriers to learning; we strive to put in place support which is tailored to the individual needs of each child. The school offers a safe place, where pupils are nurtured in order to develop their confidence, self-esteem and emotional resilience. We believe all children are entitled to develop to their full potential academically, socially, emotionally, physically, morally and spiritually. We work hard to enable each child to grow in confidence in order to participate in our wider community.

Through the Improvement Plan we take account of local priorities alongside those in the National Improvement Framework (NIF). We are constantly striving to further enhance attainment and consistently improve standards and quality in all school functions. A carefully planned collegiate calendar ensures that our Professional Learning Communities (PLC) meet regularly for professional dialogue, planning and moderation activities.

We actively cultivate respectful, supportive relationships between pupils, teachers and parents and provide regular opportunities for pupils and parents to take an active role in the life of the school. We value and work together with our PTA and Parent Council, understanding the important role they play in our school community. As a Catholic school, we have strong links with our parish and are committed to developing as a community of faith, which promotes the Gospel Values across the whole curriculum.

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Nurture/UNROC	Raise Attainment in Numeracy – planning and assessment	Listening and Talking– planning and assessment
Priority 2	Raise Attainment in Reading and developing a reading culture	UNROC/Rights Respecting School (RRS)/ RERC (equalities)	Raise Attainment in Numeracy – curriculum, planning and assessment
Priority 3	Family and Community Engagement	STEM/Parental Involvement	UNROC/RRS/RERC (equalities)

Section 2: Improvement Priority 1

School/Establishment	Holy Family Primary
Improvement Priority 1	Nurture/UNROC (Rights Respecting Schools Accreditation Bronze)
Person(s) Responsible	Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school leadership teacher professionalism Choose an item.	QI 3.1 Wellbeing, equality & inclusion QI 1.5 Management of resources to promote equity Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership – Nurture Teacher/FLA Pupil Leadership DHT and Staff leadership - RRS	Rights Respecting School pack	Nurture planning, evaluation and visits RRS questionnaires After school club feedback Wellbeing feedback in light of survey results
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Rights Respecting school – DHT attending online training before delivery to staff Active School support for after school clubs	Active School support/courses for after school clubs Targeted approach to attendance at clubs and committees.	10 days PEF cover for H&WB conversations after Pupil Surveys - £2700 £1484 for final furniture purchase for Nurture Nest (once kitchen is fitted)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	<ul style="list-style-type: none"> Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions 	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Targeted groups of children, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and increased learner engagement.	<p>Continue to provide targeted support to close the attainment gap in health and wellbeing – Core nurture Group.</p> <ul style="list-style-type: none"> Assess and identify pupils for Nurture base using Boxall profile and SDQ-class observations Assess and identify pupils for small group or individual support using Boxall profile and SDQ-class observations EDC PLC meetings and training sessions School based Nurture Planning meetings – weekly FLA and Nurture Teacher to promote parental involvement through responsive planning Transition support from classroom to Nurture base and Nurture base back to full time classroom placement. 	<p>Boxall Profile Assessments, Ferre Lavaers Observations, Sterling Assessment, Pupil/Parent/Staff feedback and evaluations.</p> <p>Survey / discussion with parents/pupils</p>	<p>Weekly meetings from August 2022</p> <p>Termly evaluations of outcomes</p> <p>October 2022 onwards</p>	
Build the confidence and resilience of identified learners through targeted interventions,	<ul style="list-style-type: none"> Age and stage appropriate approaches developed and implemented 	Review of data to plan supports. Analysis of H&WB data, pupil pre/post questionnaires, analysis of attainment data, etc.	September 2022 and March 2023	

<p>with a particular focus on those affected by poverty.</p>	<ul style="list-style-type: none"> Continued use of EDC tracker for P4-7 Staff/pupil meetings to discuss the results of the survey Analyse H&WB tracker information to provide targeted support. Development of after school Clubs/Committees to support the H&WB of pupils throughout the year 	<p>Staff records of meetings and outcomes</p> <p>Pupil and Parental Survey after 'clubs' completed.</p>		
<p>Pilot of Gen+ Transition Programme with St Ninian's to develop pupil leadership and enhance the P7/S1 transition programme</p>	<ul style="list-style-type: none"> Sept – Primary /Secondary teacher planning meeting Aug-Dec - skills based lessons for P7 led by P7 teacher Jan-June – 4 transition lessons led by St Ninian's staff 	<p>Professional dialogue relating to targets and progress of programme</p> <p>Review for ongoing Transition Programme</p>	<p>September onwards</p>	
<p>Increased awareness of Children's rights. Increased opportunities to learn about Children's rights through the curriculum. Increased leadership opportunities for pupils throughout the school.</p>	<ul style="list-style-type: none"> Develop action plan to achieve Bronze award Set up a 'School Rights Ambassador Group' Whole school familiarisation with UNROC Primary Ambassadors to liaise and work with St Ninian's Ambassadors. P5 lessons on UNROC delivered by St Ninian's Ambassadors. Submission by May 2023 	<p>Pre and post school questionnaire survey for pupils, parents and staff</p>	<p>August onwards</p>	

Section 2: Improvement Priority 2

School/Establishment	Holy Family Primary
Improvement Priority 2	Raise Attainment in Reading and developing a reading culture (Reading Schools Accreditation Silver)
Person(s) Responsible	DHT – Mrs Campbell

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	curriculum and assessment school improvement parent / carer involvement and engagement	QI 2.2 Curriculum QI 3.2 Raising attainment and achievement Choose an item.	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership – Reading Committee Pupil Leadership – Reading Committee	Talk for Reading CLPL resources Development of non-fiction texts across the school SSERC Resources – STEM a STory Development of books that promote diversity.	Reading school participation and parenta visits to the school for book reading. Reading Schools, Book Bug bags, Curricular Workshops P1. Bedtime Stories Club Engagement in reading clubs such as ‘bedtime stories’ and ‘family learning club’.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
	Bedtime Stories Club Reading Club (book gifting) Effective Learning and Teaching in Reading.	Books for book gifting £500 Staffing – Raise attainment in Reading as EST (pointage TBC)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	<ul style="list-style-type: none"> Activities in Working Time Agreement, Professional Learning 	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation?	

	<ul style="list-style-type: none"> • Learning and Teaching interventions 		When will outcomes be measured?	
Increased engagement in reading for pleasure throughout the school community	<ul style="list-style-type: none"> • Collation and submission of evidence P1 to 7 including attitudinal surveys for Bronze accreditation. • Book gifting as part of Bedtime Story programme 	Pre and post attitudinal data Glow surveys – pupils, parents, staff Pupil focus group	September 2022 Submission completed by Reading School committee at 'Celebration of Achievement'	
	<ul style="list-style-type: none"> • Complete level quiz via glow forms to create new action plan for Silver accreditation • Develop new Reading committee including pupils staff and parents • Further develop reading zones in each class Develop outdoor learning reading opportunities • Work with St. Ninian's and cluster schools to develop community reading opportunities – S5 / P2 paired reading, Bedtime Story club, Family Learning book club and develop intergenerational reading activities • Create reading celebration activities including Scottish Booktrust Authors Live Events across the year. 	Glow surveys Reading Schools application/PRD/PDR process Collegiate sessions / professional dialogue Observations/ focus groups Attitudinal data from target group Calendar of reading events Social media used to promote reading opportunities and events	<ul style="list-style-type: none"> • Aug-2022 • Sept 2022 • Dec 2022 • June 2023 • Sept-June 2023 • Oct 2022 • June 2023 • April 2023 • April 2023 • Ongoing – all staff log evidence with completion by September 2023 	

	<ul style="list-style-type: none"> • Further embed STEM-a-story approach P1-7 using Fairy tale genre • Young Stem Ambassadors further develop fairy tale workshops for P1 and 2 parents • Junior Librarian project to manage class library and explore a mobile library solution. • Collaborative project with librarian/ science teachers from St. Ninian's to create second level Stem-a-story texts / challenges. • Collate evidence and submit for accreditation 			
Attainment raised by 2-5% in reading data in P1, 4 and 7 by June 2023 and reduction in identified gaps, including Poverty Related Attainment Gap.	<ul style="list-style-type: none"> • Analysis of ACEL forecast data to identify targeted intervention groups • PEF Support Teacher to work with identified groups. • ASN Teacher support 	<ul style="list-style-type: none"> • ACEL / SNSA data session with all staff • Pre and post assessment • Tracking meetings and target setting sessions 	<ul style="list-style-type: none"> • Sept 2022 • Ongoing evaluation throughout the year. • Termly evaluations of outcomes 	<ul style="list-style-type: none"> •
Learners will benefit from a clear, progressive and consistent whole school approach to developing reading skills.	<ul style="list-style-type: none"> • Establish Level Specific PLC groups to audit and develop effective learning & teaching and planning & assessment Collegiate PLC sessions • Cluster PLC sessions with school representation from Early, First and Second Level to develop 	Establish sharing of ideas bank Completed moderation materials from WP template.	Whole staff collegiate – 4 sessions between October and May PLC meetings – 2 days for cluster working	

	<p>moderation materials using the West Partnership template.</p> <ul style="list-style-type: none"> • Moderate standards learning and teaching across early, first and second levels • Share best practice in effective learning and teaching of reading to ensure consistent approaches • Shared understanding of achievement of a level to ensure robust and consistent professional judgement • Moderation marketplace with Cluster to share good practice • Literacy working party to audit and improve current planning format • Staff CLPL on current assessment strategies and available resources. 	<p>Staff evaluation of training.</p> <p>Implementation of learned strategies evidenced through learning visits.</p> <p>Collegiate professional discussions.</p> <p>Visits to other schools to examine reading strategies.</p>		
<p>Families will have a deeper understanding of how reading skills are developed and learners will be better supported in the home.</p>	<ul style="list-style-type: none"> • Bed time story reading club - FLA • Book club • National Book Week • Reading Dogs Initiative • Book Swap days in class (October/June) 	<p>Pre and post surveys of all families involved.</p> <p>Our aim is to increase the time spent reading by pupils across the school and to encourage reluctant readers.</p>	<p>Ongoing throughout the year</p>	
<p>Increased teacher confidence in planning and approaches to the learning and teaching of reading.</p>	<ul style="list-style-type: none"> • Cross level working party to audit and improve current planning format 	<p>Staff evaluation of training.</p> <p>Implementation of learned strategies evidenced through learning visits.</p>	<p>Curriculum Development time as part of WTA –</p>	

	<ul style="list-style-type: none">• Staff CLPL on current assessment strategies and available resources.	Collegiate professional discussions.	ongoing throughout the year.	
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**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3

School/Establishment	Holy Family Primary
Improvement Priority 3	Family and Community Engagement
Person(s) Responsible	Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	parent / carer involvement and engagement school improvement Choose an item.	QI 2.5 Family Learning QI 2.6 Transitions QI 2.7 Partnerships	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leadership Pupil Leadership Young STEM Ambassadors Family Learning Assistant	Quality texts for after school clubs – bedtime stories and Family Learning book club STEM a story texts and resources	Visiting the school Meet the teacher FLA run activities (walks, coffee morning, cook together) Parental networking
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
SSERC resources / training materials Young Stem Training	Book Gifting (£500) Free access to range of clubs and activities (all materials provided) Work with families to reduce COSD Homework Club – access to ICT	Additional FLA hours Resources for Stem a Story and appropriate texts £1000

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	<ul style="list-style-type: none"> Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions 	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	

Further develop communication methods with parents	<ul style="list-style-type: none"> Encourage all parents (new P1 pupils and newly enrolled pupils) to join school Twitter and engage in SEESAW platform 	Monitor membership requests and engagement levels	<p>June 2022 onwards</p> <p>August 2022 – ‘meet the teacher’ and visit the school</p> <p>September 2022 – P1 Curriculum workshops</p>	
<p>Parent Questionnaire to determine needs and skills parents can contribute to programme.</p> <p>Whole school questionnaire plus more tailored questionnaire for families of pupils accessing nurture base.</p>	<ul style="list-style-type: none"> Analysis of feedback to plan programme of Family Learning including opportunities for parents to share their skills and expertise 	Survey results	August 2022	
Outdoor Family Learning	<ul style="list-style-type: none"> Establish outdoor family group Create play and reading areas within the existing outdoor spaces FLA group with identified pupils to continue Garden Club. 	<p>Feedback from families</p> <p>Monitor levels of engagement</p>	Sept 2022 onwards	
Raising Attainment by developing positive study habits	<ul style="list-style-type: none"> Develop homework club including access to ICT and free lending library for pupils and parents. 	<p>Monitor take up by families</p> <p>Monitor attendance levels</p>	Nov 2022	
Promoting pupil wider achievement with a focus on low SIMD/FME pupils	<ul style="list-style-type: none"> All teaching staff will provide a 4 week block of after school activities as part of WTA or support a pupil committee. This will be throughout the year 	<p>Survey of pupils gauge the range interests</p> <p>Post club feedback from pupils and parents</p>	Sept 2022 to May 2023	

Parent/child cooking classes	<ul style="list-style-type: none"> • 6 week programme of cooking run by FLA • Creating of recipe cards and ingredients bags to enable recipes to be recreated at home • Create Holy Family Recipe book • Application of literacy and numeracy in a real life context /healthy eating • Food Hygiene and Food Nutrition Accreditation for parents 	Monitor take up by families Monitor attendance levels Pre/post surveys	Jan-Feb 2023	
Promote Family 'Walk and Talk' and monthly 'Coffee Mornings'	<ul style="list-style-type: none"> • Continue and expand Friday Family walking sessions • FLA and PTA to support coffee mornings throughout the year 	Monitor take up by families Monitor attendance levels Pre/post surveys	Nov 2022	
Promote engagement in STEM activities	<ul style="list-style-type: none"> • STEM club using Stem-a-story approach for families • Young STEM Ambassadors to devise and lead sessions 	Monitor take up by families Monitor attendance levels Pre/post surveys	March 2023	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3

Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	<ul style="list-style-type: none"> Health & Wellbeing, Literacy and Numeracy interventions for identified groups 	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Pupil Support Teacher	<ul style="list-style-type: none"> Literacy and Numeracy support for identified individuals and groups. Support for pupil not achieving appropriate Levels in P1 and P4 in 2022 	3 day post (0.6) £21296	Pre and Post assessment with pupils in each curricular area of support. Autumn/Summer comparison of PUMA/PIRA	15 th August to 31 st March Outcomes measured in March	
Class based support 15hr SLA (This will be added to 10hr from a career break to keep a current member of staff until March 31 st)	<ul style="list-style-type: none"> Health and Wellbeing Curriculum Support for pupils 	15hr SLA £7320	Assessment of impact throughout the block. SLA timetable will be	15 th August to 31 st March	