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| **Section 1: School Information and 3 Year Improvement Plan Priorities** | |
| **School/Establishment** | **Holy Family Primary** |
| **Head Teacher** | **Andrew Gallagher** |
| **Link QIO** | **Marie Donald** |

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| **School Statement: Vision, Values & Aims and Curriculum Rationale** |
| At Holy Family achieving equity and excellence for all children is our central aim. We use PEF funding to ensure that every child at Holy Family has 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 strive to enable each child to grow in confidence in order to participate in the 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 area of the school. A carefully planned collegiate calendar ensures that our Professional Learning Communities (PLC) meet regularly for professional dialogue, planning and moderation activities. |

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|  | **Looking Forwards – 3 Year Improvement Plan Priorities**  Bullet point key priorities for the next 3 years | | |
| **Session** | **2024/25** | **2025/26** | **2026/27** |
| **Priority 1** | Learning, Teaching and Assessment – Numeracy | Learning, Teaching and Assessment – Numeracy | Learning Teaching and Assessment – Listening and Talking |
| **Priority 2** | UNCRC/Laudato Si | Laudato Si/Moderation of RERC | Pupil Enquiry Based Learning |
| **Priority 3** | Circle Framework/ The Promise (2024-2026)  PromotingAttendance - Phase 1 & 2 (St Ninian’s Cluster) | | Moderation of RERC |

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| **Section 2: Improvement Priority 1** | |
| **School/Establishment** | **Holy Family Primary** |
| **Improvement Priority 1** | Learning, Teaching and Assessment – Numeracy |
| **Person(s) Responsible** | PT  Maths Champions |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2023-26** |
| Improvement in attainment, particularly in literacy and numeracy. | teacher professionalism  parent / carer involvement and engagement  curriculum and assessment | QI 1.2 Leadership of Learning  QI 2.2 Curriculum  QI 2.3 Learning, Teaching & Assessment  QI 3.2 Raising attainment and achievement | Improvement in attainment in numeracy and Maths  Closing the attainment gap between the most and least disadvantaged  Improvement in employability skills and sustained, positive school leaver destinations for all young people |
| **Links to rights:**  Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around learning in Maths)  Articles 28 and 29- The right to learn and to be the best you can be (giving the best opportunities for pupils to attain and achieve in Maths and develop a positive Maths mind-set) | | | |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| * Teaching staff will take leadership/support roles through this development. * Pupils will be involved in providing feedback/ suggestions for improvement and gathering the views of peers through focus groups e.g. Pupil Council and UNCRC Committee * Pupils will have leadership opportunities through Young Stem Leaders organising whole school events and numeracy challenges * Pupils and staff to audit existing resources and identify further resources to enhance learning and teaching | * Time – 10hrs Collegiate time. See collegiate calendar for SIP meetings and In-service Days/Personal professional development time. * Cover costs for staff undertaking any leadership responsibility that requires release from class. * Additional resources for supporting learning in maths for both pupils and teachers. | * Careers Class Visits – opportunities for all parents to contribute/ support. * Parent Feedback - feeding into resources to support parents (Glow Forms). * Seesaw - Information and learning showcased for families. * Parent Council ongoing involvement in feeding back parent views at meetings. * Sharing learning in Maths; focus days/ weeks via Newsletters/X |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| * Whole staff/ Teaching staff training sessions (In-service Days/ collegiate hrs). * Professional Moderation in Numeracy – West Partnership Model * Professional reading/ viewing online materials. * Quality assurance processes * Reciprocal visit opportunities (Peer Observations). * SLT/Class Teacher observations and follow up professional discussions (coaching). | * Targeted Support – EST/ Additional Teaching Staff through PEF * Use of concrete materials * IDL links * Promoting a high quality learning experience | * Staffing (0.4fte Aug - March) – targeted support based on data analysis at key stages.   £24208   * Facilitate H&WB meetings for teachers and pupils based on EDC Wellbeing Survey.   £2520 (8 days)   * Purchase of resources to support learning across the school.   £3000 |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| To improve effective learning and teaching approaches in Maths leading to increased teacher confidence and raised attainment for all learners.  Attainment rise of 3% or more in numeracy ACEL data by June 2025.  Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to the world of work.  All learners will experience high quality learning and teaching in Maths. | Develop Teacher knowledge relating to differentiation and support within the classroom.  Develop Teacher knowledge of the use of Higher Order Thinking Skills within numeracy and mathematics.  (Karen Oppo) | Teacher knowledge and confidence with regard to differentiation and support in the classroom | August In-service  12/8/25 |  |
| Identify areas of strength and areas for development from pupil assessments. | Forensic analysis of 2023/24 data from standardised assessments.  Comparison of 2023/24 data with 2024/25 day  Maths Champions and Karen Oppo | August and September 2024  June 2025 |  |
| SLT and teachers will identify school development needs.  Staff will develop increased knowledge and understanding of learning and teaching related to development needs through CLPL. | Teacher knowledge and confidence with regard to identified development needs. (pre and post teacher survey)  TM | Ongoing August 2024 to May 2025 |  |
| Develop Teacher knowledge and skills related to a range of Maths strategies such as mental maths. | Teachers will apply effective pedagogy in the teaching of numeracy and maths.  Staff questionnaire to identify support needs.  CLPL from Karen Oppo | Ongoing August 2024 to May 2025 |  |
| Develop Teacher knowledge and skills related to using a range of concrete materials e.g. arrays, place value counters, beads, abacus, pattern tiles, 100 board, IWB, Numicon. | Teachers and pupils improved confidence in using wide range of concrete materials. Staff questionnaire  Monitor pupil jotters and observations of learning experience by SLT and Maths Champions. | Sept 2024 |  |
| Continue to develop application of Maths skills in a context within all stages, especially word problems and Problem Solving. | Teachers and pupils improved confidence in application of Maths skills as seen in classwork and Problem Solving etc. Professional Enquiry feedback from some staff. | Ongoing through above |  |
| To provide leadership opportunities for pupils to lead learning in Maths | Young STEM leaders will promote Maths Challenges and numeracy events such as Maths Week Scotland.  Maths Champions to lead. | Review with staff and Young Stem Leaders. | Ongoing Sept 24 – June 25 |  |
| Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW and real life contexts. | Continuing to develop enjoyment of Maths and confidence with application of skills. Explore DYW links to Maths/ Using Maths in real life contexts | Pupils feedback through class discussion and through Pupil Council/Young Stem Leaders  Maths Week Scotland Roadshow – Michaela Dickson | Ongoing plus Scottish Maths Week – Sept 2024  Number day (NSPCC) - Feb 2025  British Science Week – March 2025 |  |
| Staff have a shared understanding of standards and expectations and can confidently report on CfE levels. | Moderation – Teachers to plan, deliver and evaluate lessons involving the use of a range of strategies to improve number skills and show progression/ application of skills in a context.  Maths Champions | Improved teacher judgements pedagogy in maths.  Areas identified from Summer 2024 PUMA  Areas identified from Summer 2024 PUMA | (T1 – Oct-Nov)  (T2 – Jan-Mar) |  |

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| **Section 2: Improvement Priority 2** | |
| **School/Establishment** | **Holy Family Primary** |
| **Improvement Priority 2** | **UNCRC and Rights Respecting School Accreditation/Silver Award**  (Embedding children’s rights in the school’s policy, practice and ethos) |
| **Person(s) Responsible** | DHT  Nurture Teacher |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2023-26** |
| Delete / copy as required  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 | Delete / copy as required  Choose an item.  teacher professionalism  parent / carer involvement and engagement | Delete / copy as required  QI 1.2 Leadership of Learning  QI 3.1 Wellbeing, equality & inclusion  QI 2.5 Family Learning | Delete / copy as required  Placing the human needs and rights of every child and young person at the centre of education |
| **Links to rights:**  Articles 12 – The right to share your opinion freely on the issues that affect them (feedback from all stakeholders)  Article 19 – The right to be safe (the classroom/ school as a safe place)  Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)  Articles 28 and 29- The right to learn and be the best you can be  Article 31 – The right to play (linked to physical education outdoors) | | | |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| * 2 pupils will be on the EDC Rights Pupil Forum, attending training and feeding back to the Rights Committee and wider school community * Teacher leadership through ‘Train the trainer’ * RRS Committee (pupils and staff) | * Rights Respecting Schools Resources * Consultation tools: Glow forms, questionnaires, surveys * Time – 11 hrs. See collegiate calendar for SIP meetings and In-service Days/Personal professional development time. * Cover costs for staff undertaking any leadership responsibility that requires release from class. * Additional resources for supporting learning in rights based learning. * Funding for Silver Accreditation Visit | * Consultation with Parent Council and wider parent body through Newsletters, Meet the Teacher Aug 2024, surveys and questionnaires. * ‘X’ to share rights based learning activities and updates |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| * Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). * Professional reading/ viewing online materials. * Quality assurance processes. * SMT/Class Teacher professional discussions. |  |  |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | 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? |  |
| Almost all learners can identify the importance of UNCRC Articles and what this looks like in practice in their classroom and school.  Almost all learners will have an increased awareness of  Children’s rights, increased opportunities to learn about Children’s rights through the curriculum and increased leadership opportunities for pupils throughout the school.  Develop a shared understanding of updated Vision, Value and Aims (VVA)across the school community.  Continue to widen the range of articles that the whole school is familiar with.  Develop a Relationships Policy based on the Rights.  Develop a school reward system based on the Vision, Values & Aims and underpinned by the UNCRC articles. | Launch event organised by Faith Committee and coordinated social media presence. | Almost all pupils will be able to discuss and explain the school VVA. | August/September  2024 |  |
| Continued dialogue within the school to develop rights language and knowledge of the articles, supported through assemblies, focus days and staff CLPL. | Increased awareness of Children's rights.  Increased opportunities to learn about Children's rights through the curriculum. | Ongoing throughout 2024/25 |  |
| Renewed focus on the School Charter and building on Article 2, especially discrimination. | Pupil focus groups.  Show Racism the Red Card evaluations.  Increased pupil knowledge on racism and how this can be managed. | Show racism the Red Card  October 2024  Ongoing throughout 2024/25 |  |
| Continued use of ABCDE of Rights, modelling the language with class and the wider school. | All stakeholders to model appropriate Rights language.  Increased staff confidence when dealing with issues that arise during the school day.  Increased pupil awareness of how conflict will be resolved. | Ongoing throughout 2024/25 |  |
| To use Rights Language within the school Relationships Policy.  To support all staff to use Rights language when talking to pupils in class and in the school grounds. | All staff to have an input on Rights Language prompt cards for dealing with school situations.  All Support staff to have an input from Rights groups regarding the use of prompt cards. | Ongoing throughout 2024/25 |  |
| Pupils will continue to be empowered by having a strong pupil voice. | RRS Steering group will gather pupils’ views to determine how they can better be heard across and beyond the school  All pupils will be a member of a school group and have regular opportunities to share their opinions and lead learning.  School Committees will contribute to termly newsletters, highlighting their impact in the school. | Liaise regularly with other committees (Health, Pupil Council, Eco, Fairtrade).  Increased participation from pupils through school assemblies and Committee meetings  Increased opportunities for pupil leadership for all pupils in the school. | Ongoing throughout 2024/25 |  |
| Develop an international link with for campaigning and fundraising, linking UNCRC, Catholic Social Teaching and Laudato Si.  All pupils will learn about how communities in another part of the world are impacted by climate change, and how the church there is responding. | UNCRC & Faith Committee will actively develop one or two links out with the UK.  UNCRC and Faith Committee to coordinate charitable initiatives and raise awareness of global needs.  UNCRC and Faith to support class teaching on climate change and its impact around the world.  Pupils to compare and contrast the impact of climate change at home and in other countries. | Increased opportunities for all pupils to learn about communities on a global scale.  Increased opportunities for pupils to develop links within other countries.  Increased awareness of the impact of their support through fundraising for charity.  Increased opportunities for pupil leadership.  All pupils to have a greater understanding of climate change and the impact it has around the work. | Ongoing throughout 2024/25 |  |
| prayer service of commitment is offered as a starting point to explore what the  Al pupils will learn about the commitment to Laudato Si through the prayer service of commitment as a community of  faith and learning. | Faith Committee of pupils and staff to present the goals of Laudato Si to the school enrol in the programme. | All pupils to have a clear understanding of Laudato Si and the link to the welfare of the planet.  All staff and pupils will use the ‘Laudato Si’ commitment prayer weekly in class as part of daily worship. | October 2024 |  |
| De  Awareness Raising of Laudato Si and the themes of the programme. | All classes will explore the themes of Laudato Si as part of their faith teaching.  All children will have the opportunity to ‘Learn, Pray, Act, Respect’ the earth as outlined in the programme.  Faith Committee to lead a Laudato Si action week during Lent. | All pupils and staff and wider school community to have a clear understanding of Laudato Si and the link to the welfare of the planet.  All pupils to actively participate in Lenten week of action/fundraising. | Ongoing throughout 2024/25  Lent 5/3/25 to 17/4/25 |  |

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| **Section 2: Improvement Priority 3** | |
| **School/Establishment** | **Holy Family Primary** |
| **Improvement Priority 3** | **The Circle Framework/ The Promise**  **CIRCLE (Child Inclusive Research Into Curriculum Education)** |
| **Person(s) Responsible** | DHT and Teacher Circle Lead  Collaborating with Rights Ambassadors  Collaborating with Parent Council/ Parent Body |

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| **NIF Priority** | **NIF Driver** | | **HGIOS 4 QIs** | | **EDC Service Plan 2023-26** |
| Delete / copy as required  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  Closing the attainment gap between the most and least disadvantaged children | Delete / copy as required  school leadership  teacher professionalism  parent / carer involvement and engagement  school improvement | | Delete / copy as required  QI 1.1 Self evaluation for self improvement  QI 2.1 Safeguarding and child protection  QI 2.4 Personalised Support  QI 2.6 Transitions  QI 2.7 Partnerships  QI 3.1 Wellbeing, equality & inclusion | | Delete / copy as required  Placing the human needs and rights of every child and young person at the centre of education  Improvement in children and young people’s mental health and wellbeing  Closing the attainment gap between the most and least disadvantaged |
| **Links to rights:**  Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders)  Article 19 – The right to be safe (the classroom/ school as a safe place)  Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)  Articles 28 and 29- The right to learn and be the best you can be  Article 31 – The right to play (linked to physical education outdoors) | | | | | |
| **Opportunities for Leadership** | | **Resource Requirements** | | **Parental Engagement and Involvement** | |
| Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff – 29/5, 24/10, 30/1, 1/5 3:30-5pm.  Teacher Leadership related to classroom practice.  Peer observations and professional dialogue – within and out with Holy Family.  Pupil leadership to review class/ school environment.  Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25. | | * Time – 11.5hrs. See collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time. * Cover costs for staff undertaking any leadership responsibility that requires release from class. * Funding for CLPL as required | | * Parent Feedback - feeding into improvement planning (Glow Forms). * Seesaw - Information and learning showcased for families. * Parent Council ongoing involvement in feeding back parent views at meetings. | |
| **Professional Learning** | | **Interventions for Equity** | | **Pupil Equity Funding (PEF) Allocation** | |
| * Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). * Professional reading/ viewing online materials * Quality assurance processes. * Peer/ SMT/professional discussions * Professional Enquiry Approaches | | * The Circle Framework as a strategy to support all pupils, especially those with additional support needs. * The Promise – support for care experienced pupils (including revisiting the nurture principles) | | N/A | |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | 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? |  |
| Children will be better supported through staff understanding of inclusion and additional support needs. | Staff questionnaire to assess knowledge/ skills.  Introduction to The Circle Framework at Aug In-service for all staff. | Staff pre training questionnaire  Staff feedback from initial introduction. | August In-service Day |  |
| Collaborative working group of CIRCLE Advisors to share knowledge and practice with fellow Advisor. | Primary Implementation group work with Circle advisors to show case studies highlighting good practice as CIRCLE Advisor sessions.  CIRCLE classroom TEAM established to share resources and support. | Session evaluations reflect increased staff competence/confidence. | Term 1 September 2024  Term 2 November 2024  Term 3 February 2025  Term 4 May 2025 |  |
| Improved Classroom Environments for Children:  Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2 | Use CICS individually and with a supportive peer to critically analyse classroom.  Use adapted CICS with pupils to gather pupil feedback on learning environments.  Explore Skills, Supports and Strategies in Circle Framework  Create Action plans and make changes. Cycle of assess > plan > change> assess  Evaluation changes with peers. Pupils.  Learning visits with colleagues in similar school environment.  Ed Psychologist to support staff as required in assessment/ change. | Action Plans following assessment of learning environments.  Learning visit feedback through Action Plan/ Evaluations and discussions with staff. | Term 1 and 2  By March 25 |  |
| Improved Approaches for Supporting Children using the Circle Framework | Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS. | Staff post training questionnaire.  Staff discussion. | Term 3  By June 25 |  |
| Develop understanding of ‘The Promise’ | All staff (Including FM) to watch 2 presentations and complete module related to The Promise. | School will achieve the ‘We Promise’ Award | Feb In-service day (am) |  |
| Promoting Attendance and raising attainment | SLT lead to attend launch.  All school staff to complete the self-evaluation framework  School based working group to develop an improvement plan based on self-evaluation.  Cluster review of practice arising from improvement plans  Sharing of good practice and impact for learners. |  | 22/5/24 1-3pm  August In-service  11/9/24 1-3pm  19/2/25 1-3pm  21/5/25 1-3pm |  |
| Year 2 – Circle Participation Scale/ Review paperwork for PSG to take account of Circle Framework/ Joint working with parents/ partners to support children using ideas from the Circle Framework. | | | | |

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| **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 | 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 |
| Development of pupil team building skills and knowledge of sites of local and national significance. | Support for families of children in low SIMD bands and low incomes.  Pupils participation in outdoor centre residential experience – P6.  Pupil Participation in residential and cultural experience in Edinburgh – P& | £1400 to pay for additional costs of trips | Pupil Voice  Increased pupil participation and engagement in activities. | November 2024  March 2025 |  |
| Pupils will have a nurturing outdoor environment do develop socially, emotionally and academically. | Promoting Health and Wellbeing in the outdoors through play.  Development of positive relationships and turn taking.  Development of pupil leadership – Pupil Council will lead the purchase of resources and storage to support above based on whole school consultation | £2500 | Pre-purchase surveys of pupils to identify suitable resources.  Identify and purchase relevant age appropriate resources/storage for upper, middle and lower yards.  Pupils to work with Office Admin to purchase resources.  Post implementation survey with pupils. | April 2024  August 2024  September 2024  March 2024 |  |
| Pupils will have a nurturing environment do develop socially, emotionally and academically. | Nurture Base for resources; weekly snacks, baking materials, learning resources, family learning resources. | £672 | Observation of pupil engagement within Nurture through Boxall and Ferre Laevers.  Parental feedback from organised events. | Ongoing throughout 2024/25 |  |

School PEF allocation 24/25: £34300 Total PEF allocated in SIP: £34300 Underspend: £ 0

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 17 June 2024