



HOLY FAMILY PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2022 / 2023



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

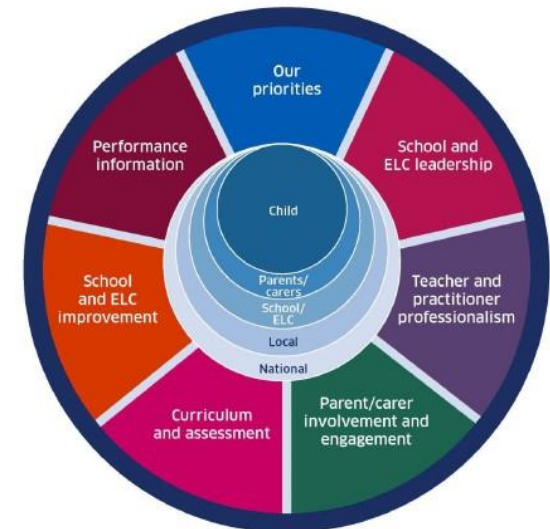
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision, Values and Aims

School Vision

At Holy Family Primary School, we develop as a community of faith and learning providing the highest quality of education for all our children. We support our children to meet their potential, encouraging confidence and raising self-esteem so that each child can experience the success they are capable of. We are committed to nurturing respect between children, parents, staff, partners and the wider community, within a welcoming, caring and equitable environment, reflecting true Christian values. We continually strive for improvements in the quality of our children's learning experiences and achievement and we enable our children to become successful learners, confident individuals, effective contributors and responsible citizens.

School Values

Our school values are:

- Creativity
- Faith
- Friendship
- Hard Work
- Honesty
- Kindness
- Safety

School Aims

We are working to embed the National Performance Framework purpose, values and outcomes:

- To grow up loved, safe and respected
- To build our faith through living our gospel values
- To live in communities that are inclusive, empowered, resilient and safe
- To be creative and celebrate our diverse culture
- To be well educated, skilled and able to contribute to society
- To learn to value, enjoy, protect and enhance our environment
- To be part of a thriving society
- To be healthy and active
- To learn to respect, protect and fulfil human rights and live free from discrimination



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Holy Family Primary and ELC Curriculum Rationale 2022 - 2023

Principles of Curriculum Design

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

Our Values

- Creativity
- Faith
- Friendship
- Hard Working
- Honesty
- Kindness
- Safety

Experiences and Outcomes for Learning

- Expressive Arts
- Health and Wellbeing
- Languages and Literacy
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies

Digital Skills

Life Skills

Nurture

Exercise & Fitness

Personal Goals

Co-creators

Problem Solving

Relevance

Excellence & Equity

Collaboration

Community

Interpersonal Skills

UN Rights of the Child

Learning for Sustainability

Inclusion

Challenge

Global Citizenship

Higher Order Thinking

Agile Thinking



Courage
Recognition

Confidence

Love
Gratitude

Achievement

Resilience
Agency

Learner Entitlements

- A broad, general education, including well planned experiences and outcomes across all curricular areas.
- Enable children to develop the highest possible levels of literacy, numeracy and cognitive skills.
- Include knowledge and understanding of society, the world and Scotland's place in it. Children should experience challenge and success so that they develop well-informed views and act responsibly.
- A coherent curriculum from 3-18 with smooth and well-paced progression particularly across transitions
- Support to enable children to review their learning and plan for next steps, opportunities for personal achievement and opportunities for personalisation and choice
- A Senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities
- Opportunities to move into positive and sustained destinations beyond school
- Opportunities to develop skills for learning, skills for life and skills for work

Contexts for learning

- Curriculum areas and subjects
- Ethos and life of the school and community
- Interdisciplinary learning
- Opportunities for personal achievement

Personal Support

- Review of learning and planning next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

National Improvement Framework

- School and ELC Improvement
- School and ELC Leadership
- Teacher & Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

Excellence in Learning & Teaching?

- Keeping our values at the core
- Showcasing our faith
- Showcasing our achievements
- Engaging and active learning
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Co-creating intentions & success criteria
- Creating personal learning plans
- Opportunities for collaboration
- Developing problem solving and thinking skills
- Taking learning outdoors
- Building resilience – learning from mistakes
- Children leading learning
- Using self and peer assessment
- Linking learning to real life contexts



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

Background - The context for the learners in your school

In session 2021 – 2022, we welcomed our children in to school and worked within Health Protection guidance to put in place mitigations to support their wellbeing. As the year progressed, we reported our first Covid-19 cases among pupils and staff. Covid-19 had a significant impact on learners, staff and families. Work on our new school building progressed quickly. The new school will open in August 2022 and we worked with families and children to prepare for mobilisation to the new building. We welcomed thirteen new children during the course of the school year. Our attainment focus for the year has been the children in Quintile 2 and Quintile 4.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Attainment data at the start of the school year indicated the need for support at the transition point between Early and First Levels. This followed on from challenges at the start of the previous year, linked to the impact of ELC and school closures. In addition, attainment data showed a need for intervention at the end of First Level to support learners to complete the level. Implementation of the benchmarking tool provided detailed attainment data for both of these cohorts and identified appropriate interventions. Recovery funding was used to provide three teachers across two stages at the Early to First transition point and to provide additional Support for Learning time to target children completing First Level as well as those completing Second Level. Attainment data at the end of the school year demonstrated the positive impact of these interventions. It also highlighted the groups in need of targeted support in session 2022 – 2023.

Analysis of attainment data in Numeracy and Maths highlighted the need for concepts to be refreshed and renewed on a regular basis to support learners to retain and build their understanding, and to challenge their thinking.

Learners increased the number of times they self-report using the wellbeing indicators from three times per year to four times per year in line with guidance from the Health and Wellbeing working group. The children are familiar with self-reporting and take time to suggest ways they can improve their wellbeing.

Covid-19 had a significant impact on attendance in 2021 – 2022. Overall attendance for Holy Family was 89.56%, which was below the West Lothian expectation of 91.63%. This needs to be a target for improvement next session.

What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

During 2022 – 2023, we will continue to focus on supporting learners in Quintile 2. Attainment data shows that 14% of our school role are in Quintile 2 and are not on track for some or all of their learning. Attainment data shows that 8.6% of our school role are in Quintile 4 and are not on track. We will continue to target Quintile 2 and Quintile 4 learners.

Analysis of tracking and monitoring data highlights specific year groups with clusters of children in need of support. We will continue to use tools we have developed to gather detailed data on their individual and class performance in order to plan interventions.

Analysis of wellbeing indicator data shows a need to focus on Healthy and Respected in session 2022 – 2023. Universal support will focus on helping the children make a successful transition to the new school building. It will be important to monitor their wellbeing and engagement and be ready to provide support.



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Holy Family Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All children will benefit from support to enhance their wellbeing with a particular focus on Healthy and Respected.</p> <p>All staff will benefit from opportunities to improve their wellbeing.</p> <p style="color: green;">UNCRC Article 3 / 12 / 17 / 27 / 28 / 31</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Introduce an additional session of PE with the specialist teacher to promote learner health, fitness and wellbeing.</p> <p>Develop Outdoor Learning, taking advantage of the new school setting.</p> <p>Introduce swimming lessons for P6 and P7 to improve their health and fitness as well as improve safety in the local community.</p> <p>Use the new setting to expand the range of sports clubs available to learners in order to promote health and wellbeing.</p> <p>Develop the use of the SHINE wellbeing project with P6 and P7 in order to identify and respond to wellbeing concerns.</p> <p>Provide opportunities for P4-P7 to engage in cooking.</p> <p>Provide opportunities for staff to take part in sport and wellbeing activities.</p> <p>Support children to recognise their talents and build self-confidence.</p> <p>Introduce the Inner Wings programme to build confidence and explore gender equality.</p>	Aug 2022 Sept 2022 Jan 2023 Oct 2022 June 2023 Oct 2022 All year All year Oct 2022	<p>Analysis of wellbeing data gathered from pupil self-reporting at the start and at the end of the year will show improvement for Health and Respected.</p> <p>Staff wellbeing data gathered at the start and end of the year will show improvement in Health.</p> <p>Club registers will provide data on engagement.</p> <p>Fitness data gathered in Sept / Jan / May will show increased levels of fitness.</p> <p>Pupil voice activities in Term 4 will provide qualitative data on health and fitness.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Almost all children will show progress in attainment in literacy and numeracy as a result of planned programmes and interventions.</p> <p style="color: green;">UNCRC Article 13 / 28 / 29</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Create improved pedagogy toolkits for reading and writing.</p> <p>Develop the use of the benchmarking tool to track progress and identify gaps in learning.</p> <p>Create a literacy based transition programme for P7.</p> <p>Create opportunities for P4-P7 to develop their skills to understand, analyse and evaluate texts.</p> <p>Continue to build vocabulary in P1-P3 through the use of Wordboost.</p> <p>Build N5-P3 learner engagement in reading through the implementation of Big Bedtime Read and Library Time.</p> <p>Improve provision in Numeracy and Maths through the introduction of effective learning resources.</p> <p>Introduce short, multi-concept learning sessions to strengthen fluency and understanding in Numeracy and Maths.</p>	Jan 2023 Sept 2022 Feb 2023 Mar 2023 Sept 2022 Sept 2022 Sept 2022	<p>Feedback from Excellence and Equity meetings and professional dialogue will show staff are using revised pedagogy toolkits and benchmarking tools to plan learning.</p> <p>Feedback from P7 children and teachers in May will provide data on the impact of the transition project.</p> <p>Feedback from children, staff and parents will provide data on the impact of improved access to quality reading materials.</p> <p>Learner performance will be captured in the annual assessment and monitoring spreadsheet 3 times per year.</p> <p>Data from short sessions will show an increase in attainment over the school year</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Almost all children in Quintile 2 and Quintile 4 will improve to become on track with learning.</p> <p style="color: green;">UNCRC Article 26 / 27 / 28 / 29</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p style="background-color: yellow;">All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p> <p>Targeted support will focus on children in P1, P3, P4 and P7.</p> <p>Targeted support will focus on children with low attendance</p> <p>Targeted support will focus on supporting children in N4 and N5 to make a successful start to learning.</p>	Sept 2022 Sept 2022 Sept 2022	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership	<p>Create a STEAM transition project for P7.</p> <p>Improve provision in Digital Skills and achieve the digital skills award.</p> <p>Introduce coding and programming skills in P4-P7.</p>	Mar 2023 Mar 2023	<p>Digital skills assessment data will highlight next steps.</p> <p>Learner feedback will provide data on the impact of coding activities.</p>



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<p>All children in P4 – P7 will have an improved understanding of skills for life and work including:</p> <ul style="list-style-type: none"> • Digital Skills • Sustainable living • STEM approaches • Outdoor learning <p>All children will opportunities to develop languages skills.</p> <p>UNCRC Article 3 / 12 / 13 / 17 / 24 / 28 / 29</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p>Connect with the local environment and Love Outdoor Learning to improve Outdoor Learning skills and attitudes. Link with families and the community to achieve the Eco-schools award. Work with children, families and partners to achieve our UNCRC bronze RRS accreditation. Work with parents and carers to build up P6 and P7s understanding of the world of work. Develop opportunities for children and families to learn Gaelic.</p>	<p>From Sept 22 By Apr 2023 By Jan 2022</p> <p>Mar 2023</p> <p>By Jun 2023</p> <p>From Oct 22</p>	<p>Learner and parent/carer feedback will shape next steps in outdoor activities and Eco-schools.</p> <p>Exit passes will be use to gather data on P6 and P7 world of work activities.</p>
<p>Developing in Faith Theme - Honouring Jesus Christ as the Way, the Truth and the Life</p> <p>All children's learning will be enhanced by participating in opportunities for spiritual formation of our school community through the development of each person's unique God-given talents, uplifting moral teaching, faith tradition and the sacramental life of the church.</p> <p>UNCRC Article 14 / 30</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input type="checkbox"/>Performance Information 	<p>Introduce a religious retreat to support the journey to discipleship for P6 and P7. Introduce the Pope Francis Faith Award to support P6 in their spiritual journey. Continue to develop the school's journey to becoming a Laudato Si school. Create opportunities for staff to develop their understanding of equalities.</p>	<p>By Jun 2023</p> <p>By Mar 23 By Jun 23</p>	<p>Feedback from senior pupils will give insight into their retreat experience.</p> <p>Fr John will support evaluation of Laudato Si. Staff feedback will demonstrate their understanding of equalities.</p>



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