



HOLY FAMILY PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



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Relationships

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Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities
Continual growth of the school

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 are 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

In 2023, we worked with our pupils, parents, staff, partners and community to refresh our school values following the move to our new school building. Our school values are:

- Caring
- Creativity
- Faith
- Respect
- Safe

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 Curriculum Rationale 2024 - 2025

Principles of Curriculum Design

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



Our Values

- Caring
- Creativity
- Faith
- Respect
- 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



Learner Entitlements

- A broad, general education, including well planned experiences and outcomes across all curricular areas.
- This should enable children to develop the highest possible levels of literacy, numeracy and cognitive skills.
- It should 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 Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- 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 learning intentions & success criteria
- Creating personal learning plans
- Opportunities for collaboration
- Developing problem solving and thinking skills
- Building resilience – learning from mistakes
- Children leading the learning
- Using self and peer assessment
- Linking learning to real life contexts



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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

a) Background - The context for the learners in your school

In session 2023 – 2024, Holy Family Primary and ELC has continued to grow. Our school roll increased from 148 children to 178 children. In the ELC, the roll increased from 31 to 38 children. We are more familiar with our new building and have made adaptations to suit the running of the school. We have welcomed our families and community members into the building and we are ready to further develop family learning opportunities. In August 2023, Sinclair Academy opened and Holy Family moved from St. Margaret's Cluster to Sinclair Academy Cluster along with St. Nicholas' Primary and St. Joseph's Primary. We have established the culture, ethos and direction for our cluster and identified priorities for collaborative working.

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

The profile of our learners has continued to change as the school roll has increased. We currently have a gender mix of 60% male and 40% female. In the last year there has been a change in the SIMD profile of our learners. The majority of our learners (44%) are in Quintile 4 with a further 20% in Quintile 2. We have a small number of children in Quintile 1 and, due to the number of new homes in the village, a third of our learners have not yet been allocated and SIMD. We use our knowledge of our families and the community to support all of our learners. The profile of needs in the school has changed as the school grows. Currently, 69% of our learners have one or more additional support need.

In June 2024, our attainment data showed that most of our learners are on track for Reading, Writing, Talking and Listening, Numeracy and Mathematics.

In May 2024, our children's Wellbeing Indicator data showed that almost all of our learners self-report as green for Safe, Healthy, Achieving, Nurtured, Active and Responsible. Most learners self-report as green for Respected and Included.

Attendance for Holy Family Primary was 91.34%, which was slightly below the West Lothian target of 92.21% but higher than attendance in session 2022 - 2023.

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

Attainment data tells us there is a need to focus support on children who are working on First Level Literacy concepts. Children in Quintile 1 and children who have Free School Meals or a Clothing Grant will be the focus for Pupil Equity funded support.

Sinclair Cluster priority will be to improve learner confidence and enjoyment of Maths. We will be working with the Numeracy Leads to implement strategies from Building Thinking Classrooms in Mathematics.

Our Wellbeing Indicator data shows there is a need to work on Respected and Included. This will have an initial focus on the playground.

Across the school and ELC, evaluative work tells us there is a need to work with parents and carers to involve them in their child's learning and to build up a team of volunteers who can come in to school to support learners and share their expertise



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Holy Family Primary School Improvement Planning for Ensuring Excellence and Equity

Confident		Effective	Responsible	Successful
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing: *Increase the number of parents/carers engaging in their children's learning. *Almost all learners will self-report as Respected and Included.</p> <p style="color: green;">UNCRC Articles: 3, 4, 12, 13, 15, 16 17, 19, 23, 24, 27, 31, 36, 37 & 39</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	<ul style="list-style-type: none"> Build up parents / carer understanding of wellbeing indicators. Create opportunities for families to take part in wellbeing events Build up opportunities for outdoor learning. Build up partnership working with Winchburgh Growers group. Introduce play leaders in the playground Upgrade play materials for the playground Embed Emotionworks and Zones of Regulation approaches Introduce swimming lessons for P5, P6 and P7. Train staff to support children through LIAM training Support staff by providing time to work on leadership roles 	<p>Jan 2025 Jun 2025 Jun 2025 Jun 2025</p> <p>Dec 2024</p> <p>Apr 2025 Sept 2024</p>	<p>Use digital tools to gather data on levels of understanding Gather qualitative data on parent engagement</p> <p>Gather learner input on ways to improve Respected & Included in the playground. Source play materials.</p> <p>Identify target pupils who cannot swim and support them to learn.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal): *85% of learners will be on track for Reading and Writing. *Increase enjoyment in Maths P4-P7 *Increase the number of parents/carers who know how to support the development of Literacy skills.</p> <p style="color: green;">UNCRC Articles: 3, 12, 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	<ul style="list-style-type: none"> Embed Reflective Reading approaches. Continue to build up opportunities for Writing. Introduce the Building Thinking Classrooms in Maths approach. Build up opportunities for parents and carers to support their children's learning in Literacy and Numeracy. Build up a group of parent/carers volunteers who can support children's learning. 	<p>From Aug 24 From Aug 24 Jun 2025</p> <p>Jun 2025 Jun 2025</p>	<p>Gather baseline data on learner engagement and enjoyment of Maths. Gather follow up data on learner engagement and enjoyment of Maths.</p> <p>Gather quantitative and qualitative data on parent engagement</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All learners experiencing poverty will be supported access learning and participate in clubs.</p> <p style="color: green;">UNCRC Articles: 3, 12, 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>Documented in PEF Plan</p> <ul style="list-style-type: none"> Continue to with new children and families to identify and plan for needs. All learners with a Free School Meal entitlement or a Clothing Grant will have an individualised support plan All learners with a Free School Meal entitlement or a Clothing Grant will be supported to attend a school club Additional teaching support will provide precision teaching for all FSM and CG learners to ensure they are on track for their level where possible. Build up parent / carer understanding of the impact of PEF. 	<p>From Aug 24</p> <p>From Aug 24</p> <p>From Sep 24</p> <p>From Aug 24</p> <p>June 2025</p>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners in P4 – P7 will report increased agency in Interdisciplinary learning.</p> <p style="color: green;">UNCRC Articles: 3, 12, 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	<ul style="list-style-type: none"> Continue to build staff training and confidence to engage learners in project design. Continue to support children by building up agency and autonomy in their learning. Work with parents and carers to explore ways for the them to use their skills and expertise to develop children's learning 	<p>Oct 2024</p> <p>Jun 2025</p> <p>Jun 2025</p>	<p>Gather staff insight into their understanding of agile approaches to learning.</p> <p>Gather data on agency from learner agency. Gather data on numbers of parents and carers supporting learners.</p>
Confident		Effective	Responsible	Successful



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Holy Family Primary School – Additional Tasks 2024 - 2025

Desired Outcome	Implementation Process	Lead	Timescale	Resources	Eco-system Links
<i>Confident</i>	<i>Effective</i>	<i>Responsible</i>		<i>Successful</i>	
Developing in Faith Promoting Gospel Values	<ul style="list-style-type: none"> Provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life Commitment to ecumenical action and the unity of Christians Promotion of respect for different beliefs and cultures and for inter-faith dialogue 	Morag Dickie Donna Grant	By June 2025	Time Assembly time	Parents and Carers Links with WPS and WA Links to Winchburgh Parish
The school will achieve a Green Flag	<ul style="list-style-type: none"> Develop Eco-Schools across the school, ELC and community Explain links to UN Sustainable Development Goals and Laudato Si Initiate and evidence action plan Apply for Green Flag 	Graham Jardine Colette Murray	By June 2025	Time Gardening tools Seeds and cuttings	Parents and carers Winchburgh Growers Group Winchburgh Wombles Sinclair Academy CDT
The school will achieve a Digital Skills Award	<ul style="list-style-type: none"> Develop Digital Skills across the school, ELC and community Implement the digital technology strategy statement Audit current use of digital technology to enhance learning and identify improvement actions Provide CLPL opportunities for staff to develop their digital skills 	Donna Grant Fiona Johnston	By June 2025	Time IT audit tools Budget for updates	WLC Digital Team St. Nicholas Primary Digital Lead Sinclair Academy
The school will achieve Rights Respecting Schools Silver Award	<ul style="list-style-type: none"> Implement the Silver action plan and collate supporting evidence Submit Silver Award application 	Morag Dickie	By June 2025	Time	UNICEF St. Philomena's Parish Winchburgh Community Groups Macmillan Cancer Care Mary's Meals Save the Children
All children will have access to high quality learning in modern languages	<ul style="list-style-type: none"> Continue provision in Spanish across P1 to P7 as Language 3 Continue provision for French as Language 3 across P5 – P7 Introduce basic Gaelic phrases from P1 – P7 	Carina Mackenzie Colette Murray	By June 2025 All year	Time Powerlanguage Assembly time	WL 1+2 Support Visual Supports
<i>Confident</i>	<i>Effective</i>	<i>Responsible</i>		<i>Successful</i>	



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