East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Holy Trinity Primary School**
Head Teacher	**Grace McGill**
Link QIO	**Anne Dalzeil**

School Statement: Vision, Values & Aims and Curriculum Rationale

Our School Vision, Values and Aims were co-create by pupils, staff, parents and partners when our school opened in April 2017. These are available on our school website http://www.holytrinity.e-dunbarton.sch.uk/ and include a child friendly version which are shared with all families who join our school community. These are a focus in Health and Wellbeing assemblies and inform our curriculum rational and nurturing relationships across the school community.

What do we want for our children and how will we work together to achieve this?

Our School is an inclusive community where we all feel we belong. We have created a positive learning environment to nurture, support and challenge everyone to reach their potential. We strive for Excellence and Equity to motivate and inspire all learners to be their best selves. Our community is built on Gospel Values which underpins the life and work of the school. We utilise Pupil Equity Funding (£79625) effectively to provide support and opportunities to thrive including through many Family Learning opportunities as part of our approaches to tackle the poverty related attainment gap. At the heart of our school community are our pupils and families, our most important partners. Leadership opportunities are encouraged and developed for both pupils and staff. We have high expectations and aspirations for all.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

Session	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
	2022/23	**2023/24**	**2024/25**
Priority 1	Raising attainment in reading / developing a reading community (Reading Schools Accreditation- Gold)	Numeracy – learning, teaching and assessment	UNROC/RRS Gold/RERC (equalities)
Priority 2	Nurture/UNROC (Rights Respecting Schools Accreditation – Bronze)	UNROC/RRS Silver/RERC (equalities)	STEM / Parental Involvement
Priority 3	Family and Community Engagement	STEM/ Parental Involvement	Numeracy- planning and assessment/ moderation

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Section 2: Improvement Priority 1	
School/Establishment	**Holy Trinity**
Improvement Priority 1	Raising Attainment in Reading and developing a reading culture/ community
Person(s) Responsible	SLT Reading School Committee Literacy Champions

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
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 Choose an item.	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

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Staff Leadership- Reading Committee Literacy Champions Pupil Leadership- Reading Committee Cluster PLC	Talk for Reading CLPL manuals Quality texts for P1-7 including storage SSERC resources Stem-a-story	Parental involvement in Reading Committee, Book bug, Read, Write Count workshops and engagement in reading clubs such as 'bedtime stories' and 'Family Reading club'.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Talk for Reading CLPL sessions West Partnership Moderation sessions with CFE level groups	Effective learning and teaching in reading Extend provision of quality children's literature including non-fiction texts and texts which reflect diversity of school community Pupil leadership opportunities and access to afterschool reading clubs Book gifting opportunities e.g. P1 buddies	Books for book gifting £1000 Staffing (1fte) – targeted support based on data analysis at key stages £55 142 Class and open area reading zones- £2500 (includes audio and ebooks and equipment) Bridging Books £3000

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?	
Submission of core level accreditation evidence for Reading schools	• Collation and submission of evidence P1 to 7 including attitudinal surveys • P1 book gifting as part of P1 induction programme	Pre and post attitudinal data Glow surveys – pupils, parents, staff Pupil focus group Twitter hashtag feed #HolyTrinityLovesReading	June 2022 Submission completed by Reading School committee at 'Celebration of Achievement'	
Attain Gold level of Reading Schools Accreditation programme / Increased engagement in reading for pleasure throughout the school community	• Complete level quiz via glow forms to create new action plan	Glow surveys Reading Schools application/PRD/PDR process Collegiate sessions / professional dialogue	• Aug-2022 • Sept 2022 • Dec 2022 • June 2023	

	- Develop new Reading committee including pupils staff and parents - Develop reading zones in each class and open area - 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. - 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 - 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	Observations/ focus groups Attitudinal data from target group Calendar of reading events Social media used to promote reading opportunities and events	- Sept-June 2023 - Oct 2022 - June 2023 - April 2023 - April2023 - Ongoing – all staff log evidence with completion by June 2023	
3% increase in ACEL data at key stages	Analysis of ACEL data to identify targeted intervention groups	- ACEL / SNSA data session with all staff - Pre and post assessment	- Sept 2022 - Ongoing evaluation	

			throughout the year. • Termly evaluations of outcomes	
Talk for Reading approach implemented P1-7 with establishment of agreed non negotiables for effective learning and teaching of reading	• October Inset and collegiate CLPL sessions • Review and adapt planning approaches	Establishment of non-negotiables in the teaching of reading Professional dialogue and learning visits Analysis of reading data at key stages (P1/4 and 7)	October 2022 Inset Termly collegiate sessions Evaluation of progress in May 2023	
Review current reading resources for reluctant readers	• Literacy – target group – bridge into novels/Literacy evolve	£3000	Tracking meetings and pupil focus groups	
Establish Level PLC groups to audit and develop effective learning and teaching and assessment approaches and at each stage.	• Collegiate PLC sessions • Cluster PLC sessions with school representation from Early, First and Second Level to develop moderation materials using the West Partnership approach. • 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 to share good practice	Exemplification of effective learning and teaching and achievement of a level at early, first and second levels	Ongoing Oct – May with May Inset used to share good practice Cluster PLC meetings – 2 days out of class	

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Duplicate tables as required for each priority

Section 2: Improvement Priotity 2	
School/Establishment	**Holy Trinity Primary**
Improvement Priority 2	Nurture/UNROC (Rights Respecting Schools Accreditation – Bronze)
Person(s) Responsible	SLT Rights Ambassadors

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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 Choose an item.	Delete / copy as required school leadership teacher professionalism	Delete / copy as required QI 1.5 Management of resources to promote equity QI 3.1 Wellbeing, equality & inclusion QI 2.6 Transitions	Delete / copy as required Improvement in children and young people's mental health and wellbeing

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership- SNUG (Nurture base) Pupil Rights Ambassadors Teacher leadership – RRS ambassadors group P7 Teachers collaborative working with St. Ninian's DYW / GEN+ staff	Rights Respecting School resources PEBL resources - £1000	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
Gen + Rights Respecting school Active School support/courses for after school clubs Play into PEBL training (EDC calendar) CCC upper school resources –coaching in context P5-7	Active School support/courses for after school clubs Targeted approach to clubs and committees.	Right Respecting Schools Resources £600 Nurture resources for new group £1500 PEBL resources £1500

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?	

Maintain a Nurture PLC approach to review, evaluate and plan supports for Year 2 implementation	• EDC PLC meetings and training sessions • School based Nurture Planning meetings – weekly	Pre and post assessment as outlined in Nurture training- Ferre Laevers, Stirling and boxall assessments	Weekly meetings from August 2022 Termly evaluations of outcomes	
Assess and identify pupils for Nurture base using Boxall profile and SDQ- class observations	• Class visits • LT+T Meetings with teachers • Nurture/SLT liaison	Pre and post assessment as outlined in Nurture training.	Ongoing evaluation throughout the year. Termly evaluations of outcomes	
Assess and identify pupils for small group or individual support using Boxall profile and SDQ- class observations	• Class visits • LT+T Meetings with teachers and SLT • Nurture/SLT liaison	Pre and post assessment as outlined in Nurture training.	Ongoing evaluation throughout the year. Termly evaluations of outcomes	
Awareness raising for all staff by Nurture Team on the use of Boxall Assessments and implementation of targets within the classroom to ensure consistent approaches experienced by pupils as they transition between settings.	• Collegiate session for teaching staff in September 2022. • Cluster Nurture teachers to liaise and produce materials for above.	Professional dialogue relating to targets and progress of pupils accessing the Nurture base/Nurture teacher.	Termly evaluations of Nurture targets – Nurture and class teacher	
Liaise with class teachers and agree protocols/arrangements for ongoing planning and review	• Part of working time agreement and LT+T programme. • Develop planning and communication approaches	Professional dialogue relating to targets and progress of pupils accessing the Nurture base/Nurture teacher.	Termly evaluations of Nurture targets – Nurture and class teacher	
Liaise with parents and agree/sign contracts Organise parent visits monthly	• FLA and NT to work together in making parental contact. • Use of standardised contract from EDC • Discuss roles and responsibilities of parents as part of Nurture. • Organise monthly visits for parents to support learning of pupils	Professional dialogue relating to targets and progress of pupils accessing the Nurture base/Nurture teacher.	Evaluations / discussions pre, interim and post Sept, Feb, June	
Transition support from classroom to Nurture base and Nurture base	• Liaison with EYC and partner early year providers to identify new P1 pupils that	Professional dialogue relating to targets and progress of pupils accessing the Nurture base/Nurture teacher.	Termly evaluations of Nurture targets –	

back to full time classroom placement.	may require Nurture approaches in 2022/23 session • Transition planning to support pupils returning to class with Class teachers, parents and SLT.		Nurture and class teacher	
Pilot PEBL approach P3/4 and P7	• Attend EDC training session • PEBL good practice visit within EDC • Audit resources • Plan implementation • Team teach	Professional dialogue Pre post surveys	Sept-June	
Further Develop Health and Wellbeing Tracking for P1-7	• Age and stage appropriate approaches developed and implemented	Review of data to plan supports to promote attainment and achievement	September 2022 and March 2023	
Development of after school Clubs/Committees to support the H&WB of pupils throughout the year	• Analyse H&WB tracker information to provide targeted support. • WTA allocation of 6 hours per staff member	Pupil and Parental Survey after 'clubs' completed.	September onwards	
Implementation on The Promise for Care experienced pupils	• Track attainment, achievement and HWB of care experienced pupils • Provide additional opportunities through targeted supports e.g. family learning, clubs and committees	Professional dialogue / L/T +T meetings	Termly	
Compassionate Connected Classroom resource for P5-7	• Implementation of CCC lessons • Link lessons t Rights Respecting Schools	1 day sessions for P 5-7 P7 staff	September onwards	
Pilot of Gen+ Transition Programme with St Ninian's and cluster schools	• Sept – Primary /Secondary teacher planning meeting	Professional dialogue relating to targets and progress of programme Review for ongoing Transition Programme	September onwards	

	• Aug-Dec - skills based lessons for P7 led by P7 teacher • Jan-June – 4 transition lessons led by St Ninian's staff			
Rights Respecting Schools Bronze award	• Registration June 2022 • Develop action plan to achieve Bronze award • Set up a 'School Rights Ambassador Group' • Whole school familiarisation with UNROC • Rights Ambassadors to have workshop with Secondary Rights Ambassadors • Launch assembly for P1-7 by Rights Ambassadors • St. Nininian's Rights Ambassadors to deliver Rights Lessons to P5 pupils • Rights Ambassadors to implements awareness raising for parents e.g. Rights Newsletter, #Rights @HolyTrinity • Submission by May 2023	Pre and post school questionnaire survey for pupils, parents and staff All staff/classes to submit evidence for action plan including EDC Pupil forum engagement	August onwards	

Duplicate tables as required for each priority

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Section 2: Improvement Priority 3	
School/Establishment	**Holy Trinity**
Improvement Priority 3	Family and Community Engagement
Person(s) Responsible	SLT Family Learning Assistant

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

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Young STEM Leaders- pupils Young Stem Ambassadors – 4 staff Family Learning Assistant	Quality texts for after school clubs – bedtime stories and Family Learning book club Outdoor reading and play areas- £	Parental engagement and involvement in Family Learning opportunities Parent STEM ambassadors

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 £8028 Outdoor reading/play areas – books and storage £2500 Supported study – evening book club sessions in 6 week blocks £1440 Cooking resources/ ingredients £500 Seesaw - £841 STEM resources- £998

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?	
Further develop communication with parents	• Encourage all parents (new P1 pupils and newly enrolled pupils) to join Family	Monitor membership requests and engagement levels	June 2022 onwards	

	Learning Facebook page and Twitter and engage in SEESAW platform			
Parent Questionnaire to determine needs and skills parents can contribute to programme Whole school questionnaire plus more tailored questionnaire for families of pupils accessing nurture base	• Analysis of feedback to plan programme of Family Learning including opportunities for parents to share their skills and expertise	Survey results	August 2022	
Develop Family Awards for Families of pupils accessing SNUG	• Responsive planning of activities with families to promote family engagement/ involvement	Survey / discussion with parents/ pupils	October 2022	
Develop positive play experiences for families	• Stay and Play sessions for P1 and P2 parents and pupils	Monitor levels of engagement and feedback from families	Tuesdays and Thursdays 9-9:30am Sept	
School Garden – develop outdoor learning/reading/play opportunities for families	• Establish outdoor family group • Create play and reading areas including Fairy tale forest	Feedback from families Monitor levels of engagement	Oct 2022 onwards	
Support families with homework including providing access to ICT equipment and internet access Include CAB drop in sessions	• Develop homework club including access to ICT and free lending library for pupils and parents.	Monitor take up by families Monitor attendance levels	Sept 2022	
Families Connect Programme	• Implement Families Connect programme with P1 and 2 parents / pupils (targeted support)	Monitor take up by families Monitor attendance levels	Term 1	
Promote Reading for pleasure for families	• Implement Bedtime story club (6 weeks)	Monitor take up by families Monitor attendance levels	Oct – Dec 2022 Feb – March 2023	

	• Implement Genre based Family book Club (6 weeks) • Lending library as part of homework club	Pre/post surveys		
Promote healthy eating -Cooking On a Budget Application of literacy and numeracy in a real life context /healthy eating Food Hygiene and Food Nutrition Accreditation for parents	• 6 week programme of cooking • Creating of recipe cards and ingredients bags to enable recipes to be recreated at home • Create Holy Trinity Family Recipe book	Monitor take up by families Monitor attendance levels Pre/post surveys	Oct 2022	
Promote Family Fitness	• Develop Friday Family Fitness sessions • Collaboration with Active schools and CLD partners	Monitor take up by families Monitor attendance levels Pre/post surveys	Nov 2022	
Promote engagement in STEM activities	• STEM club using Stem-a-story approach for families • Young STEM Leaders to devise and lead sessions with families	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	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

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Improved motivation/ pace and agility mental maths Whole school maths competitions	Sumdog	£876	Tracking meetings and pupil focus groups	October onwards- track Oct, Feb, June	