

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

## School Statement: Vision, Values & Aims and Curriculum Rationale



Our School Vision, Values and Aims were reviewed in session 2023 -2024 as part of our work in UNCRC. Our Pupil Council and Rights Ambassadors also linked our Vision, Values and Aims to UNCRC articles and consulted with staff, parents and pupils to agree the updated version. These are available on our school website

<http://www.holytrinity.e-dunbarton.sch.uk/>

These are a focus in Health Wellbeing assemblies and inform our curriculum rational and nurturing relationships across the school community. Our Curriculum Rationale has been updated during this session with pupils, parents and staff and will be available on our website shortly.

	Looking Forwards – 3 Year Improvement Plan Priorities		
Session	2024/25	2025/26	2026/27
Priority 1	Numeracy –Raising attainment / learning, teaching and assessment	Pupil Enquiry Based Learning (PEBL) STEM / Parental Involvement STEM Nation Award year 3	STEM / Parental Involvement STEM Nation Award year 3
Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework (yr1) and improving attendance	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework (yr 2) and The Promise	Improvement in HWB and Equity through achieving Sports Scotland Gold Award

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<b>Priority 3</b>	Enhance the quality of learning and teaching in RE across 4 contexts	Effective Learning and teaching in RE linked to Rights Education: Achieve Gold RRS	Assessment and moderation in RE
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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Holy Trinity Primary
<b>Improvement Priority 1</b>	Numeracy –Raising attainment through implementing new approaches to learning, teaching and assessment
<b>Person(s) Responsible</b>	SLT Numeracy Champion, All staff, Young STEM Leaders

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	curriculum and assessment teacher professionalism performance information	QI 1.3 Leadership of Change 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

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Staff Leadership- Numeracy Champions, all staff implementation of enquiry based learning in maths, P1-7 implementation of Number Talks and Interactive Teaching wall</p> <p>Pupil Leadership- Young STEM Leaders</p>	<p>1x 75" Promethean Interactive Screens</p> <p>Practical Maths resources , Sumdog, Ipads withcases and WAP, Maths Games/ Resources, Number Talks Resources</p> <p>MALT Assessments &amp; Cover for planning / data analysis</p>	<p>Count Me in Family Learning Project</p> <p>Young Stem Leaders workshops games based learning</p> <p>Homework Club – Sumdog Competitions</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Visits to other schools to see good practice in contextualised enquiry based maths</p> <p>Number Talks training sessions (catch ups for new staff)</p> <p>Promethean Training – effective use of maths tools</p> <p>SEAL update training sessions for new staff / Support staff</p> <p>Recovery Maths sessions for teaching and support staff</p> <p>Interactive maths teaching wall sessions</p> <p>Diagnostic analysis of assessments to inform planning and teaching</p> <p>Moderation of maths targets in PLPs</p>	<p>Targeted support through Maths recovery / SEAL interventions</p> <p>Implementation of enquiry based learning in maths</p> <p>Pupil Leadership opportunities through Young STEM Leaders</p>	<p>1x 75" Promethean Interactive Screens £2035</p> <p>Sumdog £1115</p> <p>Seesaw £1857</p> <p>WAP, Ipads with cases= £18000</p> <p>Maths Games/ Resources = £10000</p> <p>MALT Assessments £1600</p> <p>Cover for data analysis and planning 40x£316= £12,640</p> <p>Update STEM Trolleys £1000</p>

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Interactive Maths displays in each classroom – peer visits to share good practice		
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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?	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Data review/ Practitioner Enquiry impact session 23/24 Maths Champion to create and model maths interactive teaching wall and model 'Walk the Wall' approach	Collegiate discussion and identifying trends in data	21/8/24	
Improved maths learning environment with access and use of practical resources in teaching and learning	Audit current maths resources, identify gaps and order as required	Feedback from pupils and staff Staff survey of CLPL needs and resources required	August '24 Class visits / feedback from focus groups	
Improve pupil engagement and confidence in Maths	All staff update interactive maths learning environment	Learning walls updated and shared demonstrating	Curriculum Development 18/9/24	

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and raise attainment through increased staff confidence in maths pedagogy		consistency of approach throughout the school Learning visits		
Increased pupil confidence, accuracy and understanding of numeracy strategies through increased staff confidence in maths pedagogy	Maths Champ – CLPL implementation of Number Talks approach and use of Maths tools using Promethean boards with follow up drop in CLPL to staff (assembly times) throughout the year. Good practice in learning and teaching in maths highlighted including standardised correction code, layout of algorithms, moderation of maths jotters and maths targets	Drop in CLPL for staff at assembly times Increased confidence in the use of Numbertalks and IWB Professional dialogue and learning visits	Curriculum Development 28/8/24 and ongoing through assembly times	
Increased pupil confidence, accuracy and understanding of numeracy strategies through increased staff confidence in maths pedagogy	Whole school and stage Sumdog competitions including access to IT at Homework Club Parent Pupil workshop for target group (decile 1/2 not on track) including Count Me In sessions	Track pupil engagement/attendance and parent / pupil feedback	ongoing	

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Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Classes will showcase learning in maths/ Interactive maths walls and use of IWB to enhance learning Staff analysis of data - qualitative and quantitative data to inform next steps	Discussion/sharing good practice Practitioner enquiry data and analysis	Oct In-service day	
Diagnostic analysis of assessment data used to inform planning and teaching approaches	Implement MALT assessments P2-7  P1 oral/practical assessment	Assessment data used to analyse impact of planned interventions. Data used to inform stage practitioner enquiry focussing on pupils in deciles 1/2 at each stage currently not on track at start of session. Whole School Practitioner Enquiry will include pre and post attitudinal surveys	Week begins 19/ 8/24	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have ½ day planning with maths champion for maths unit 1 10 week teaching block	Create / complete weekly planner and displays of work	Week begins 26/8/24	
Improve pupil engagement and confidence in Maths and raise attainment	Implement teaching unit 1	Evidence of learning including wall displays	Week begins 2/9/24	

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through increased staff confidence in maths pedagogy				
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Clacks Assessment	Assessments completed and data recorded and analysed by maths champ and SLT. Staff use assessment data to inform next teaching block	Week beginning 11/11/24	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have ½ day planning with maths champion for maths unit 10 week teaching block	Create / complete weekly planner and displays of work	Week beginning 18/11/24	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Implement teaching unit 2	Evidence of learning including wall displays which will evidence consistent approaches and progression throughout the school	Week begins 25/11/24	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff	Quality Assurance visits to classes by SMT and Maths Champion	AS per WTA Pupil focus group discussion and class learning visits	Week begins 4 <sup>th</sup> Nov 24	

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confidence in maths pedagogy				
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	MALT / SNSA assessments	Assessments completed and data recorded and analysed by maths champ and SLT. Staff use assessment data to inform next teaching block	Week begins 24/2/25	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have ½ day planning with maths champion for maths unit 10 week teaching block	Create / complete weekly planner and displays of work	Week Begins 3/3/25	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Tracking meetings to analyse data to inform next steps	Gaps discussed and next steps identified	Oct/Feb/ June	
Improve pupil engagement and confidence in Maths and raise attainment	Implement teaching unit 3	Evidence of learning including wall displays	Week begins 10/3/24	



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through increased staff confidence in maths pedagogy				
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	MALT next level	Assessments completed and data recorded and analysed by maths champ and SLT. Staff use assessment data to inform next teaching block	Week begins 27/5/25	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have ½ day planning with maths champion for next maths unit and begin implementation	Create / complete weekly planner and displays of work Inform tracking and transition	Week begins 2/6/25	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Peer visits to share good practice in teaching and learning	Collegiate discussion of qualitative and quantitative data to inform next steps	Week Begins 20/1/24	
Improve pupil engagement and confidence in Maths and raise attainment through increased staff	Share new approaches with parents	Parent Council meetings and open afternoon	Parent Council meeting updates termly and open afternoon 25/9/24	

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confidence in maths pedagogy				
YSL will lead learning opportunities to progress towards year 2 STEM Nation Award	Young Stem Leaders create maths games packs for each stage, teach children and parents how to use games. Games used as part of allocated homework (lending library of games) and in homework club	Attendance levels at family workshop and pupil, staff and parent feedback	Term 2	
Increased attainment for selected groups at each stage with 4% increase in combined ACEL data	Analysis of ACEL data and assessment data underpinning professional judgement including ongoing assessments and SNSA	Tracking meetings and ongoing collegiate discussion of data Whole school practitioner enquiry demonstrating impact through quantitative and qualitative data	August and ongoing	

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Holy Trinity Primary
<b>Improvement Priority 2</b>	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and improving attendance
<b>Person(s) Responsible</b>	HT and DHT All Staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>school improvement</p>	<p>QI 3.1 Wellbeing, equality &amp; inclusion</p> <p>QI 2.4 Personalised Support</p> <p>QI 1.1 Self evaluation for self improvement</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in children and young people's mental health and wellbeing</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement

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<p>Teacher Leadership related to classroom practice.</p> <p>Pupil Leadership-Pupil Voice Inclusive Classroom scale.</p> <p>CIRCLE Advisor (HT/ DHT) to share learning with all practitioners</p> <p>Attendance Team</p>	<p>In-service day 2 August am</p> <p>CIRCLE Framework tools: <a href="#">CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary)   Resources   Education Scotland</a></p>	<p>Feedback from Parents/Carers at TAC meetings</p> <p>Parent Leaflet</p> <p>Parent Council Updates</p> <p>Updates through website, newsletters and P1 induction programme</p> <p>Parent Survey/Focus group</p> <p>TAC meetings</p>
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<p>Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hours).</p> <p>Professional reading/ viewing online materials</p>	<p>The Circle Framework as a strategy to support all pupils looking at Universally accessible supports.</p> <p>Targeted support for improving attendance</p> <p>SIMD Quintile 1 and pupils who are LAC</p>	<p>£2000 resources to support targeted interventions to improve attendance</p>

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Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	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?	
All children and young people needs and behaviour will be better understood and supported through increased staff understanding of inclusion and additional support needs.	<p>Introduction to The Circle Framework at Aug In-service for all staff.</p> <p>Circle advisor plc sessions throughout the year fed back to school staff</p> <p>Pupil consultation shows that targeted groups of learners have an increased awareness of the strategies and supports that they can access within their learning environment</p>	<p>Staff feedback from initial introduction.</p> <p>Staff pre and post training assessment of knowledge and skills</p> <p>Pupil Voice tools/ pupil forum</p> <p>Professional dialogue</p>	<p>August In-service Day</p> <p>June 25</p>	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	<p>Staff use CICS individually and with a supportive peer to critically analyse classroom.</p> <p>Departmental focus Professional discussion</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan</p> <p>Moderation and evaluation evidence shows increase in</p>	<p>Term 1 and 2</p> <p>Collegiate sessions</p>	

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		universal level supports available to all learners	March 25	
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS and action plan	Term 3 By June 25	
Improved attendance for pupils in Quintile 1 and pupils who are LAC with individualised attendance targets	Creation of Attendance Team and raise staff awareness particularly of transitions and gather relevant data from seemis / hwb tracker	Professional Dialogue and analysis of key data	August	
	Completion of self-evaluation using Forth Valley Toolkit	Professional dialogue and identification of intervention group and supports to be put in place.	Sept and follow up PLC meetings each term	
	Implement new EDC Attendance policy and set up monthly tracking periods for most but weekly tracking for intervention group	Feedback from staff and analysis of attendance data	Sept onwards	
	Review Impact of interventions in place	Self-evaluation with Attendance team, pupils and parents	April	

Section 2: Improvement Priority 3	
<b>School/Establishment</b>	Holy Trinity Primary
<b>Improvement Priority 3</b>	Enhance the quality of learning and teaching in RE through engagement in the Global Compact on Education to strengthen curriculum links across the four contexts for learning: Curriculum Area & Subjects, Interdisciplinary Learning, Ethos and Life of the school and Opportunities for Personal achievement.
<b>Person(s) Responsible</b>	HT in partnership with cluster HTs RE Co-ordinator F. Glancy Outdoor Learning Champion S McHugh All staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	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	school improvement teacher professionalism school leadership	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
RE Co-ordinator Outdoor Learning Champion Rights Ambassadors- pupils Laudato Si Committee – pupils Pope Francis Faith Awards P6 and P7	Good practice visit – Laudato Si (1/2 day cover) Good Practice visit – outdoor learning (1/2 day cover) Joint planning day Laudato Si / Rights – 2x 1 day cover	Social Media and Parent Council updates. Parent involvement through Rights Café's and Laudato Si action plan/ Gold RRS Action plan Family Outdoor learning sessions and engagement in recycling events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading and good practice visits to other EDC and Glasgow schools linked to Laudato Si and Rights Respecting schools: Intro to Global Citizenship and Achieving Gold Sharing good practice within EDC denominational schools and within Archdiocese of Glasgow Laudato Si Resources pack	Leadership of learning opportunities for pupils within Rights Ambassador Group and Laudato Si group Hi5 Awards Achievement group with Nurture teacher	Mugdock Ranger £1000 Outdoor Learning resources £5000 Rights Respecting Schools Resources £1000 Laudato Si Resources £1000



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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?	
<p>Children will understand the significance of Pope Francis' invitation to engage in the Global Compact with a focus on 3 of the 7 core commitments</p> <p>1 To Make the Human Persons the centre</p> <p>2 To Listen to the voices of children</p> <p>3 To Safeguard our common home</p> <p>All staff will reflect on their role as Catholic teachers and the responsibilities inherent in the Charter ensuring the development of engaging learning opportunities in RE across the 4 contexts.</p>	CLPL presentation on Charter and purpose of RERC in Catholic schools – Archdiocese of Glasgow RE Dept.	Professional dialogue on Charter and evidence of implementation in day to day practice. PRD discussions	Aug 24	
	Staff to complete self-evaluation questionnaire prior to PRD and reflect on CLPL offered by Archdiocese of Glasgow RE dept.	Completion of Questionnaire created by cluster schools HTs- data analysis to determine gaps PRD dialogue and engagement in CLPL opportunities throughout session	Sept 24	
	RE Co-ordinator attend further effective learning and teaching CLPL sessions	Update staff during collegiate sessions. Professional dialogue sharing good practice	23/10/24 5/3/25	
	Re-establish Cluster RERC HT group to deliver CLPL and implement self-	Creation of Glow Survey Global Compact / TIOF presentation, P1, 4 and 7	HT Meetings 13/9/24 15/11/24	

	evaluation across cluster schools	sharing good practice displays highlighting key features of effective practice and completion of self-evaluation tool linking Charter and HGIOS Q.I.s Professional dialogue and reflection on self-evaluation and glow surveys to develop next steps in effective learning and teaching in RE across EDC schools to promote consistent and effective practice.	28/2/25 9/5/25  October In-service day pm at St. Matthew's Primary	
Children in P7 will experience a smooth transition into S1 and understand link between Pope Francis Faith Award in Primary school and the Caritas Award in High school	St. Ninian's Cluster Transition/ Catholic Education Week planning meeting with follow up meetings to be planned	Professional dialogue	10 <sup>th</sup> Sept	
	Theme: Honouring Jesus Christ as the Way, the Truth and the Life – 2 transition lessons with St. Ninian's RE teacher and senior Caritas pupils	Feedback from staff and pupils Pope Francis Award / Caritas joint input during Catholic Education Week. Positive impact on numbers achieving parish commendations.	CEW 16 <sup>th</sup> - 30 <sup>th</sup> Nov and Jan-March	

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Children will lead learning through Laudato Si committee and Rights Ambassadors group	Register for Laudato Si and establish Committee- F Glancy/ S McHugh	Establish Laudato Si display / noticeboard, minutes of meetings and ongoing self-evaluations	Sept 24	
	Group lead Laudato Si Prayer Service	Feedback from pupils, staff and parents	Oct 24	
	Create joint action plan for RRS Gold award linked to Global Compact and Laudato Si	Ongoing evaluation of action plan and creation of evidence bank linked to global goals	Oct 24 Ongoing actions throughout session	
	Each class shares their learning linked to RRS and Laudato Si through a global / local issue campaign	Presentations at assemblies demonstrating embedding of rights based learning in each class	October onwards	

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

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Maths pilot to raise attainment in P4/5	Maths PEF teacher staffing till Aug 24 increased costing required additional funding	April 24 – Aug 24 £3760	<ul style="list-style-type: none"> <li>• ACEL / SNSA data session with all staff</li> <li>• Pre and post assessment</li> <li>• Tracking meetings and target setting sessions</li> </ul>	Diagnostic analysis of ACEL / SNSA data in June Termly evaluations of outcomes	ACEL Data in reading improved 2% at P1, 17.4% in P4 and decreased 1.8% in P7 but 11% increase on P7 cohort performance at P6 from June 22
Children and families will experience nurturing approaches within family learning opportunities	Family learning opportunities to support children and families in the SNUG developed through consultation	FLA additional hours £900 Resourcing £2000	Feedback from parents and children. Monitor engagement levels	August with termly evaluations	Improved engagement in school community from vulnerable families.
Children attain Silver Sports Award and have additional opportunities to attend a wider range of sports clubs (including family learning)	Health and Wellbeing improved for children	Audit and update resources including gym equipment £5000	Feedback from parents and children. Monitor engagement levels	Club attendance and evaluations Monitor general attendance levels	Improved engagement in HWB opportunities

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Pupil engagement and motivation to read as part of ongoing reading schools journey	Reading P1-3 resources to provide support and challenge	£5000	Monitor engagement levels and attainment data specifically for target group	Termly	Improvements in tracking data
Children will further develop key skills through Pupil Enquiry based learning	Further extend range of resources available P3-7	£1718	Feedback from pupil focus group and tracking meetings with staff	Termly	Improved engagement

School PEF allocation 24/25: £76625    Total PEF allocated in SIP £76725    Underspend: £ 0

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2024