



Our Holy Redeemer Primary

Improvement Plan

2024 – 2027

**2024-2025
Year 2**

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

	and a culture of dignity and respect for all.	An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	in learning and a culture of dignity and respect for all.	
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3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	<ul style="list-style-type: none"> • Read with Me (all staff) • Count with Me (SLT/Numeracy Lead) • Visible Learning (all staff) 	<ul style="list-style-type: none"> • Count with Me (all staff) • Read with Me (all staff) • Visible Learning (all staff) 	<ul style="list-style-type: none"> • Count with Me (all staff)
EMBED	<ul style="list-style-type: none"> • 6 WDC's • Attendance/Late coming • UNRC • Languages 2 + 1 	<ul style="list-style-type: none"> • UNRC • 6 WDC's • Attendance/Late coming 	<ul style="list-style-type: none"> • Visible Learning (all staff) • Read with Me (all staff) • 6 WDC's
EVALUATE	<ul style="list-style-type: none"> • Assessment & Moderation (writing) • Curriculum Planning Frameworks 	<ul style="list-style-type: none"> • Assessment & Moderation (writing) 	<ul style="list-style-type: none"> • Attendance/Late coming • Assessment & Moderation (writing) • Read with Me (all staff)
EXTEND	<ul style="list-style-type: none"> • CIRCLE (YR 3) all staff 	<ul style="list-style-type: none"> • Assessment & Moderation • Curriculum Planning Frameworks 	UNRC

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

Outcomes	Actions	Resource
<p>Learners: All children are listened to and involved in leading their own learning and leading to make a difference within school, locally or globally.</p> <p>Children engaging with UNCRC curriculum to experience their rights in school and the wider community.</p> <p>Children who are care experienced have all they need to feel supported and progress within their learning.</p>	<p>Seek the views and voice of children in setting ambitious and achievable targets ensuring they are involved in decisions that affect them and the wider community.</p> <p>Weekly focus throughout life and ethos of school and shared with wider community.</p> <p>Care experienced pupils having appropriate support and planned opportunities to thrive.</p>	<p>CICS Pupil Leadership Opportunities Visible Learning Pupil Resources Assemblies Collegiate/collaborative planning time. The Promise Learning materials Pupil Voice to inform Learners Plans. Links with YSort-it /Care Connections</p>
<p>Practitioners: Practitioners will be knowledgeable in UNCRC and the national guidance which underpins this.</p> <p>Confident in the use of rights based approaches to teaching and learning across the curriculum.</p> <p>Planned opportunities for Pupil Leadership.</p>	<p>Use of UNCRC materials and school plans to aid planning.</p> <p>Creative opportunities for Pupil Leadership in line with school improvement plan.</p>	<p>Inset Day (Aug) Wee HGIOS Collaborative Planning Time Eco Awards/Guidance UNCRC Awards/Guidance</p>
<p>Leaders: Clearly communicated expectations for The Promise and the incorporation of UNCRC as a whole school.</p>	<p>Create a Pupil Leadership Strategy that ensures opportunities for all children.</p> <p>Rights Respecting Schools Award Promise Award</p>	<p>Planned time for planning 1 x hour weekly for focus groups</p>

<p>Families/communities:</p> <p>Increase knowledge of Children's Rights in parents and strengthen rights-based conversations at home.</p>	<p>Right of the Week shared via media and newsletters</p> <p>Termly Health and Wellbeing Updates including progress with Rights Agenda.</p>	<p>UNRC</p> <p>Family Learning Opportunities</p>
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Performance Measures / Targets - How we will evidence the impact on outcomes

Monitoring visits/direct observation:

All learning observations and walkthroughs evidence the use of pupils being able to talk about their own learning.
Pupils being able to confidently talk about their rights and also demonstrate these rights in action.

Monitoring Data :

Achievement of RRS Silver Award/ Pathway to Gold
Achievement of Eco Flag
Achievement of Fairtrade Status

Seeking views:

Evaluation of the collegiate sessions to support the professional development of the Champions, staff and positive outcomes achieved for children.
Pupil Feedback
Parental Feedback.

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

Outcomes	Actions	Resource
<p>Learners: Learners are involved in leading their own learning and can reflect on the skills they are developing.</p> <p>Learners participate in daily routines in Language 2 (L2) consistently from P1 to P7</p> <p>Learners experience meaningful, well-planned activities designed to extend knowledge of language.</p> <p>Learners engage in structured language learning for L3.</p>	<p>Implement West Dunbartonshire 6 Competencies through PBL/IDL.</p> <p>Complete L2 Self Evaluation Tool</p> <p>Continue to implement WDC Languages 1 + 2 Strategy</p> <p>Plan and implement structured language programmes for L3 from P5 onwards using L3 Planning toolkit</p>	<p>Use of Padlet/Google/Floor book to evidence learning.</p> <p>Languages 1 + 2 co-ordinator</p> <p>Updated Curriculum Overview</p> <p>L2 Self Evaluation Tool</p> <p>L3 Planning Toolkit1</p> <p>Collegiate Planning Sessions</p>
<p>Practitioners: Skilled in using PBL strategies for planning IDL learning experiences, incorporating WDC 6C's.</p> <p>Practitioners will demonstrate confidence in planning engaging, well-paced, and suitably challenging learning experiences for modern languages.</p>	<p>Planned learning experiences using CLPL for PBL and knowledge of the 6 WDC's.</p> <p>Planned learning experiences through an IDL approach (P5-7) for L3.</p>	<p>Collegiate Time/Inset</p> <p>L3 resources</p>
<p>Leaders: Skilled in development of a skills based curriculum.</p>	<p>Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning.</p>	<p>Professional Learning</p>

Establish whole school expectations regarding routines and events, planning, and frequency of language input.	Establish whole school expectations regarding routines and events, planning and frequency of language input.	
Families/communities: Have the opportunity to participate in events promoting language learning.	Organise community events and projects that promote collaboration among families. Learning Community Events Celebration and showcase events	Learning Community Events Celebration and showcase Events
Performance Measures / Targets		
Monitoring visits/direct observation Evaluate quality of delivery of PBL in all classes by May 2026. Direct/Indirect observations of languages embedded throughout curriculum including assemblies.		
Monitoring Data Pupil Floor Books/Padlets to gather a wide range of evidence to monitor and track progress in relation to the WDC Competencies and demonstrate the impact of the WDC Competencies on learners' successes and achievements.		
Seeking views Google Forms to gather data on staff, learners' and parents' understanding of the six competencies. Feedback gathered from celebration/showcase events		
Monitoring visits/direct observation: Evaluate quality of delivery of 1+2 Languages in all classes by December 2025. <ul style="list-style-type: none"> • Learning walks – displays support language learning • Lesson Observations & Planning conversations • Classroom teachers and support staff conducting • daily routines in L2 Monitoring Data:		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

Outcomes	Actions	Resource
<p>Learners: Learners will experience high quality opportunities that will allow them to become confident readers and writers.</p> <p>Learners will be able to talk about their reading and writing skills with confidence.</p> <p>Learners will develop strong oral language skills as the foundation of learning to read and write.</p> <p>All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading.</p> <p>All learners will have increased opportunities for Reading at home.</p> <p>Improved understanding about their learning journey, how to achieve success and know their next steps in learning - assessment capable learners.</p> <p>Successful application to assessment tasks-particularly high quality assessments across curriculum.</p>	<p>Sharing practice and expectation for ensuring literacy rich environments.</p> <p>Ensuring shared standards for using provocations to promote curiosity and interest in reading/literacy</p> <p>Sharing practice across early level to promote play pedagogy within literacy.</p> <p>Collaborative working /practitioners to ensure seamless transitions.</p> <p>Sharing practice to promote quality interactions between adults/children, teachers/learners.</p> <p>Weekly books to go home – use of Reading Records and incentives.</p> <p>Participation in quality interactions with teacher, peers,</p>	<p>Developing spaces for learning, creative use of resources that promote interest and love of reading.</p> <p>Practitioners, teachers, support staff, parents</p> <p>Reading Records & resources for home learning.</p> <p>Reading Incentives</p> <p>Assessments/ activities</p> <p>Learning resources</p> <p>Agreed language of learning, progress, measurement of success, next steps</p>

Understanding and using feedback that promotes successful learning and achievement	Individual, collaborative participation in assessment tasks, moderation activity, using the language of learning, evaluating their own progress, progress of peers	
<p>Practitioners:</p> <p>Develop listening and talking, to support early reading progress.</p> <p>Develop phonological awareness as a key component of early reading development</p> <p>Improving pedagogical strategies and practice to improve reading comprehension.</p> <p>Practitioners will demonstrate increased skill in using specific pedagogical strategies e.g, mastery/metacognition and phonics-based instruction and vocabulary building to support reading instruction. They will also report increased confidence in applying these strategies.</p> <p>Practitioners will be able to create and deliver structured reading lessons that incorporate agreed pedagogical strategies e.g. explicit phonics instruction, vocabulary development, guided reading, and comprehension checks.</p>	<p>Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'.</p> <p>Leading change through enquiry/Sharing Learning Event</p> <p>EY CT to engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio</p> <ul style="list-style-type: none"> • Wed 29th Oct - Intro & self evaluation • Wed 19th Nov - Building a literacy rich environment • Wed 10th Dec - Developing skills for reading • Wed 14th Jan - Building independent and engaged readers • Wed 4th Feb - Planning your enquiry project • Wed 4th March - Enquiry Project Check in • Wed 29th April - Sharing the Learning Event <p>Engagement in planned professional learning</p> <p>Participate in self-evaluation for improvement questionnaire, identifying strengths and learning needs within teaching phonics</p>	<p>Collegiate Sessions</p> <p>Data coach</p> <p>A and M Lead</p> <p>Trios and collaborative working across three groups DF & RJ Leads for WDC, liaising with Ed Scotland PS, P1CT OHR)</p> <p>Dates tbc for Lead ELCO or EEL in each setting to share learning with P1CTs from each PS</p> <p>Shared LLC questionnaire, google form Inservice Day Wed 13th August, 1.00-3.00pm</p> <p>DHTs meet 4th Sept (OHR), plan CLPL - High quality reading experience for EL, FL, SL</p>

<p>Practitioners will demonstrate increased skill and report greater confidence in using assessments in reading and by Year 2, improved use of high quality assessment approaches in reading.</p> <p>Promote cross-sectoral collaborative approaches to teaching reading at early and second level at key transition stages</p> <p>Assessment capable teachers, improved capacity for giving, receiving, using feedback to improve learning and achievement</p>	<p>Engage in professional learning on mastery/metacognition.</p> <p>Lead learners, supporting, enhancing practice in reading pedagogy, within each school.</p> <p>Collaborative planning of reading learning experience, that employs approaches to meeting the differing needs within learning experiences P7, S1 CTs.</p> <p>Share practice in employing adaptive teaching delivering reading lessons P7, S1 CTs</p> <p>Engage in area of focused attention within second level reading</p> <p>Moderation, shared assessment of reading skills.</p> <p>Further engagement in Visible Learning</p> <p>Engage in school approaches to improving the quality of feedback.</p> <p>Engagement in planning of, delivering of high quality assessments (DHT, Assessment /Moderation Coordinator tasks on creation of HQAs)</p>	<p>DHTs, metacognition, collaboratively with ed psych, 11th and 25th September</p> <p>DHTs to lead CLPL session in own school by the end of November 2025.</p> <p>DHTs to lead shared LLC collegiate - 4th March 2026 (tbc).</p> <p>DHTs to lead evaluative/planning session - 7th May 2026 (9.00 - 10.30).</p> <p>Modelling practice through face to face, recorded, shared delivery in school</p> <p>P7 and S1 teaching staff, transition activities</p> <p>Area of focused attention (reading), implement in own setting or link with colleagues cross LLC</p> <p>DHTs ensuring implementation of reading assessments, evaluating impact</p> <p>Engagement with VL digital on-line sessions</p> <p>Samples of High Quality assessments</p> <p>Assessment and Moderation Calendars</p>
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<p>Leaders:</p> <p>Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.</p> <p>Leaders will ensure that effective use of assessment, attainment and securing progress data will be used effectively to raise attainment, secure progress and narrow the poverty related attainment gap.</p> <p>Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions.</p> <p>Review and adapt overview of planned assessment and moderation, supporting LLC working, shared standard and robust professional judgement of CfE levels</p> <p>Strategic planning for collaborative cross-sectoral LLC working/ approaches to moderation in Numeracy and Reading.</p>	<p>Ensure a shared standard and expectation for a planned and delivered 'reading lesson' at early, first and second level</p> <p>Ensure the use of higher order questioning</p> <p>Review, adapt and implement RWM -WDC</p> <p>Review and create shared LLC reading assessments at early, first and second level</p> <p>Promote the use of high quality assessments in reading, ensuring application of reading skills</p> <p>Leaders (DHTs) moderate assessments, ensuring inclusion of benchmarks leading to robust professional judgement of cfe levels.</p> <p>With colleagues (SLT) engage in area of focused attention within key stages eg P1, P4, P7, taking a deep dive to improve attainment</p> <p>Across LLC, (SLT) share processes on how we track progress, achievement and attainment in reading, with heightened focus at key transition stages of EY/P1 and P7/S1</p> <p>Share approaches to moderation of ACEL, Baseline data in reading at key points ie Interim submission dates, Baseline submission dates.</p>	<p>Literacy/Data Leads</p> <p>Collegiate Sessions</p> <p>Sharing overviews of quality reading materials, reading resources, play materials that promote early engagement with stories, books, characters etc</p> <p>Share practice, collective approaches to gathering qualitative data- questionnaires etc</p> <p>Video, film clip resources, CTs/DHTs modelling best practice in quality 'teaching reading' experiences</p> <p>Play pedagogy that supports reading skills</p> <p>Key personnel to support planning materials: DHT's/Ed Psych</p> <p>WDC approaches to area of focused attention, Improvement framework</p>
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	<p>Leaders will implement a strategic and collaborative LLC approach to moderation.</p> <p>SPtA LLC approach to moderation within reading</p>	<p>Baselines, BGE, Class teacher trackers</p>
<p>Families/communities: Increased knowledge on how to support reading at home.</p> <p>Increased communication between school and home regarding Reading.</p>	<p>Deliver family learning sessions.</p> <p>Communicate revised strategy through website and share on social media platforms.</p> <p>Use of Reading Records and Social Media.</p>	<p>Family Learning Opportunities</p> <p>Reading Records</p> <p>Social Media</p>
Performance Measures / Targets		
<p>Pre/post questionnaires for learners - approaches to learning to read - increase in confidence/capacity within reading early to second level.</p> <p>Pre/post questionnaires for practitioners - approaches to learning and teaching in reading - increase in confidence/capacity within early to second level.</p> <p>Pre/post questionnaires for families - approaches to supporting reading - increase in confidence in how to support and promote reading at home.</p> <p>Pre/post evaluation of phonics based instruction (teachers).</p> <p>Monitoring visits/direct observation:</p> <p>Improved learning and teaching in reading evaluated through learning visits/walkthroughs as per own establishment arrangements.</p> <p>Monitoring Data:</p> <p>Data to support the measuring of progress:</p> <ul style="list-style-type: none"> • LLC/School ACEL data for reading and Literacy Baselines 		

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work

EMPLOYABILITY

Outcomes	Actions	Resource
<p>Learners To be able to identify the barriers to them in attending school.</p> <p>Improved attendance for the identified learners.</p>	<p>To develop an understanding about the importance of attendance through assemblies and how this ensures success in their learning.</p> <p>Learners identified through Joint LLC Improving Attendance project will engage with the Forcefield exercise to help understand barriers to their attendance.</p>	<p>LLC Supervisor will use tracking systems, processes for communicating with/engaging families.</p> <p>WDC Attendance Communication Resources</p> <p>West Partnership Attendance Tracker</p> <p>PFSW (SPTA)</p>
<p>Practitioners: Developed understanding of barriers to attendance for identified learners and what supports can be provided.</p>	<p>Using gathered evidence to plan supports and strategies for identified learners.</p> <p>Practitioners demonstrating ownership and responsibility in approaches to improving attendance ie how they ensure inclusive practice to welcome, support children's transition to class</p> <p>Use attendance tracking data, to evaluate and adapt support strategies.</p>	<p>GIRFEC Plans</p> <p>PFSW (SPTA)</p> <p>West Partnership Attendance Tracker</p>

<p>Leaders Collaborative cross-sectoral LLC working/ approaches leading to improved outcomes in attendance for young people.</p> <p>Shared working, shared resources, signposting for parents/carers, providing a strengthened model to support children and families to improve attendance.</p>	<p>Leaders will implement a strategic and collaborative LLC approach to improving attendance.</p> <p>Develop an LLC process model for Improving Attendance for targeted Interventions.</p> <p>Leaders will monitor attendance, ensuring an effective school system for supporting children and families, particularly identified individuals or groups of learners.</p> <p>Leaders will meet with key personnel across LLC, to share resources, practice, and effective partnership working to improve attendance.</p> <p>Leaders will contribute to and coordinate processes for review meetings involving partners to support and improve attendance.</p>	<p>Joint LLC Improving Attendance QUIP.</p> <p>LLC Attendance data, gathering, profiling, run charts (Clerical Supervisor).</p> <p>West Partnership Attendance Tracker</p> <p>Milestone planner</p> <p>Partnership working</p>
<p>Families/communities Increased capacity and ownership within improving attendance, including communication with school/centre and participation in activities/supports to improve attendance.</p>	<p>Families identified to be part of Joint LLC Improving Attendance project to complete Forcefield exercise to help identify barriers to attendance.</p> <p>Work in partnership with the school to support, including wellbeing or practical support to improve children's attendance.</p> <p>Work in partnership with school to access wider support within partnership working.</p>	<p>Education Scotland Self Evaluation Resources (Forcefield)</p> <p>Planned and individualised support measures for identified Families in LLC Joint Project.</p> <p>Access to partnership working</p> <p>Participation in meetings with school or with partners.</p>

Performance Measures / Targets
Monitoring visits/direct observation School systems and processes for monitoring attendance and latecoming data - taking action when data falls below acceptable levels. Regular communication to parents about avoidance of term time holidays, or impact of accrued absences. Process for recording and monitoring data of Joint LLC Improving attendance project. Monitoring Data Process for recording and monitoring data of Joint LLC Improving attendance project. Seeking Views Use of Education Scotland Materials for Pupil and Parent Voice (Push and Pull)