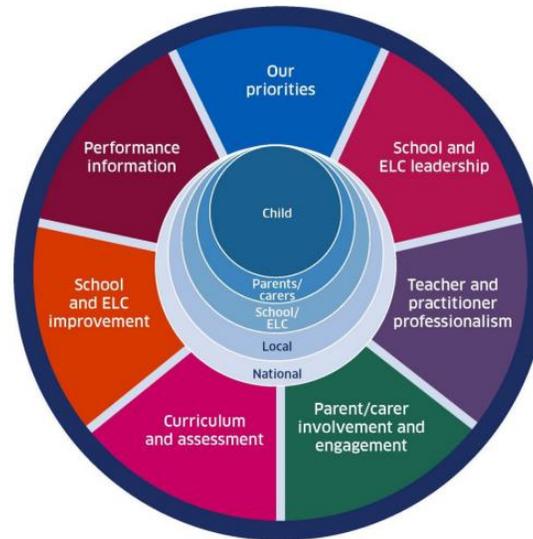


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Hollywood Primary School

Date: June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

Our Pupil's Vision Statement: Confident, Creative Learners with Big Ambitions. Kind to each other. Kind to the planet.

Rationale: We (Team Holywood and the wider community) aim to support our pupils to become Global Citizens:

- *By understanding the wider world and their place in it.*
- *Using skills for learning, work and life to take a place in a culturally diverse world.*
- *By ensuring that pupils have excellent numeracy and literacy skills.*

Values we promote throughout Holywood and the wider community are:

Teamwork - Responsibility; Honesty; Co-operation; Respect; Friendship

Independence - Self-confidence; Effort; Resilience

Individuality and Creativity - Self belief

Happiness

We aim to enable all our pupils to become: Confident Individuals; Responsible Citizens; Effective Contributors; Successful Learners

Review Date and Activities: Our vision, values and aims are live and actioned in school through our learning and teaching approaches; our teamwork with pupils, staff, parents and the wider community; our evaluative conversations with pupils and parents; our partnership working with the parent council. All agree that they are ambitious for our pupils and very relevant for a positive destination.

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1</p> <p>Raising attainment in literacy and Numeracy</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver School Improvement Assessment of Pupil Learning School leadership Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>All staff were trained in the Stephen Graham balanced writer approach (5 text types – four to follow next session) improved pedagogical approaches for all teaching staff.</p> <p>Miss Pattie attended the in person Stephen Graham workshop – able to see the approaches used with pupils.</p> <p>All classes in school have used the description bubbles to support the development of description in writing. Most pupils able to use the strategy to expand and add information to their written pieces.</p> <p>All classes have introduced the information report framework to pupils – most pupils able to write well sequenced reports with focused content.</p> <p>Most classes introduced explanation framework to pupils.</p> <p>Improvement in understanding of grammar – nouns, pronouns, time connectives, conjunctions as a result of balanced writer approach. Evidenced by P7 pupils in SNSA this session.</p> <p>Unable to undertake Storytelling School due to Covid mitigations in place for most of this session.</p>	<p>Continue Balanced writer approaches to raise attainment in writing. Introduce other text types and embed description bubbles.</p> <p>Moderate with cluster colleagues.</p> <p>Improved strategies for pupils to talk effectively across the curriculum. Ability to talk in depth about learning and progress. Learners use skills in oracy to improve progress in writing and reading.</p>

<p>School Priority 2</p> <p>Digital Literacy</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people. Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver School Leadership Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC QIs 1.5 management of resources to promote equity 2.2 Curriculum</p>	<p>Computer science is now embedded as part of Big Thursday – all pupils have weekly opportunity to engage in technologies skills. Skills for life and work. Improved outcomes for all pupils – skills for the digital workforce. All pupils have increased access to digital resources. All pupils have increased digital literacy skills. Most pupils can transfer digital skills across the curriculum and into real life contexts.</p> <p>Miss Stapleton led a skill share session and all staff attended – had an opportunity to explore: Microbits, Blubots, Lego WEDO.</p> <p>John Dinning led Soundtrap session for P6/7- all P6/7 highly engaged and now able to create/ record music and develop a podcast. Intend to subscribe to Soundtrap as a whole school next session. Staff training videos available.</p> <p>Miss Pattie and Miss Stapleton attended engineering course on building circuits – have resources to introduce skills to pupils.</p>	<p>BYOD – awaiting the arrival of the Local Authority digital plan in order to gain access to wider online resources using a wider variety of devices.</p> <p>P1-5 – timetable slots for accessing the suite until BYOD goes online.</p> <p>Evaluate and complete the framework for Digital School Award – recognition for achievements of pupils and staff team.</p> <p>Subscribe to Soundtrap – ensure that planning in place to make best use of the app during the session.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Balanced Writer: All staff undertook training with Stephen Graham. All pupils in school have been introduced to the balanced writer approach. Improvement in descriptive content of written work. Recovery teacher one half day a week to support writing attainment in P4/5 allowed class to be split and more intensive focus on developing writing skills. Impact: Improved understanding of text types – improved content and organisation of written work for most pupils in P5. More positive engagement in writing. Next steps: complete training, set up professional discussion and moderation groups, embed practice and raise attainment in writing.</p> <p>Numicon Big Ideas (closing the numeracy gap at second level): Pupils in P6/7 targetted for 12weeks for three 45 minute sessions per week working 2:1 with a trained assistant. Impact: improved range of strategies for solving numeracy problems. Improvement in the 4 operations and understanding fraction, decimals and percentages. Maths assessment scores have improved.</p> <p>Wave 3 reading recovery: Pupils in P2/3 targetted for 6-12weeks for three 30 minute sessions per week working 1:1 with a trained assistant. Impact: PM benchmarking on track for age and stage.</p>	

Fastlane Literacy: Pupils in P4/5 targetted for 6 – 12 weeks for three 30 minute sessions per week working 1:1. Impact: improvement in fluency and reading confidence. Developed reading strategies which are transferring into other aspects of literacy and learning. Books and teaching folders purchased this year – staff training needed.

Health and Wellbeing: Pupil targeted for 6 week intervention at Mossburn animal sanctuary. Impact: improved mental health and empathy towards other living things. Let's Get Sporty: pupil targetted for personal training fitness sessions – 12 week 1:1 intervention. Impact: improved fitness and improved mental health.

Reading for Enjoyment: Graphic novels purchased for the Reading hub at the request of pupils; data from pupils informed us that having the option to read graphic novels increased the amount of reading for enjoyment they did (for most P5-7 boys).

The whole staff team meets fortnightly to discuss pupils' progress in learning, to identify pupils who need an intervention, to review interventions and to plan / action next steps for identified learners. Collaborative, holistic approach to supporting learners.

We use a range of data to support our discussions on learning: rich assessment tasks, fortnightly maths assessments, class assessments, class work, SNSA diagnostic assessments, feedback from pupils and views of parents.

The school continues (and has done for 10years +) to seek out ways to reduce the cost of the school day for all families. Outdoor learning – purchased waterproof trousers to enable all pupils to take part fully in Big Woodland Break and Week in the Woods. Residential Excursion for P5-7 – paid £30 of every child's trip fee to reduce costs for all families. Paid 50% of trip fees for targeted families on low / limited income. This enabled all pupils in P5-7 to attend the residential: camping out with peers, paddle boarding and bouldering; building resilience and positive mental / physical wellbeing. Swimming voucher for all P3 and P4 pupils to ensure that all families (of P3/4 pupils) are able to support essential skills for life. Pre-loved uniform was donated by parents and handed out free as required – new P1 parents were able to reduce the initial school uniform bill by 50% by accessing this resource. Started a Breakfast club – available for all pupils but set up to address issues for our working parents and the limited childcare for single parent families in our rural context – attended by an average 10-15 pupils a week.

Parent Council provided free fruit snack for all pupils in school (6th year of this project).

Parent Council provided the transport to the residential excursion for all P5-7 pupils.

Community Council financed digital update and PE resources - £2000 grant for the school.

All school events (Bike Breakfast, Camp over, Sports Day, Waterslide Day, Jubilee buffet, Christmas Dinner, Multi-sport club, hockey club, rugby, football training) were resourced and paid for by school – no cost passed onto families in order to ensure equity in experiences for all pupils.

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>Hollywood Parent Council is regularly attended by 12-15 members. Parents look for ways to improve communication parent to parent and school to parent. Ethos, values and aims of the school form the basis for termly discussions.</p> <p>HT creates conditions where all staff (teaching and non-teaching) feel confident to initiate well-informed change. Our collaborative team approach ensures that we are all taking improvement in the right direction for our learners.</p> <p>Pupils lead change through weekly Business Groups. Data gathered by P6/7 pupils showed that all pupils understand the purpose of Business Groups and know what improvement they have impacted positively on. £360 raised for British Heart Foundation – Virtual Cycle Event;</p>	<p>Our Parent Council would like us to use PEF to broaden our pupil's experiences out with the school environment. Creating opportunities for pupils to visit cities; appreciate Scotland's history and cultural heritage; broaden minds and societal understanding. To reduce any impact of rural poverty.</p> <p>All staff would benefit from Fastlane Training. Some staff would benefit from Developing Number Knowledge training.</p> <p>Staff need to promote: Enterprising skills, Creativity skills, Personal skills and Practical skills and leadership skills as data gathered shows pupils are not clear that these skills are being gained and used.</p> <p>We need business group share time so that all pupils know what other groups have achieved. Move to Friday afternoon to include wider staff. Professional recognition for pupil achievements needs to be gained.</p>	
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring.</i> 	<p>Big Thursday: Art/ Music, Outdoor Skills/ STEM, Computer science/ Drama and PE. 100% pupils agreed that it is their favourite day in school (PE and Computer Science listed as pupils' favourite subjects). Enjoy the creative and practical approaches to learning and teaching. Quality time given to learn new skills and to transfer and apply skills.</p>	<p>Professional recognition for pupil achievements needs to be gained.</p> <p>Pupils need to be more reflective about their learning. Need to find methods for recording their learning which support learning conversations but which are not time consuming and onerous.</p>	5

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Pupils in P6/7 have an increased understanding of inclusion and about equalities. In restorative conversations they showed their understanding and empathy by raising questions about support and strategies, as well as questioning their role in events.</p> <p>Some staff attended Understanding Trauma online professional learning to support better understanding and approaches for trauma experienced pupils.</p> <p>Outdoor learning spaces are used effectively to promote positive relationships and wellbeing. Pupils play with peers across the school and have access to a wide range of resources to support imaginative, explorative and physical play. All pupils participate fully in breaktimes including the Big Woodland Break on a Friday afternoon. Most pupils return from breaks relaxed and ready to learn. Most pupils make positive choices at break times, pupils very rarely choose</p>	<p>In term one we learned that our school environment and ethos does not work for all pupils. The active, pupil led aspects of Holywood caused stress. Keeping pupils and staff safe in our open learning environment proved very difficult. Despite staff re-evaluating and H&S being consulted this is still an area of concern for the future.</p> <p>Undertake the Rights Respecting School (UNRC)</p>	

<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>P7 – 90% P4 – 85% P1 – 75%</p> <p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve. All pupils surveyed as part of How Good is OUR school business group – behaviour, feedback. Pupils in P6/7 carried out Data Analysis on Business Groups and Reading for Enjoyment and produced reports for the HT.</p> <p>Attendance levels are high.</p>	<p>Attainment over time more difficult to track for an increasing number of pupils as significant numbers arriving into Holywood from other schools.</p> <p>Business Groups – as above</p> <p>Reading for Enjoyment:</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Outdoor learning is a regular, progressive curriculum-led experience for all learners- built in as part of Big Thursday (2.5 terms per session). Teachers plan progressive skills-based approaches in outdoor skills from Early to Second Level. Most teachers reflect on how the outdoor environment can be used to enhance teaching and learning when they are planning.</p> <p>All pupils experience the opportunity to transfer skills and to explore and discover during Big Woodland Break (weekly).</p> <p>All pupils spend a Week in the Woods (annually in June) undertaking a range of outdoor skills and learning. Teachers consider skills progression and experiences needed when planning for learning. Opportunities provided during the week to transfer skills and to play. Pupils contribute to the plan for Week in the Woods and senior pupils lead sessions to skill share with younger pupils.</p> <p>P7 pupils are on secondary school induction for part of the week – opportunity for P5/6 pupils to expand leadership and skill sharing experiences – develop their leadership skills.</p> <p>Learning is shared with parents at Family Camp over – an opportunity for families to camp in the playground and visit our woodland area with their</p>	<p>Some teachers need to ensure that consideration given to learning in the outdoors when planning for any curricular subject area.</p> <p>Pupils need to be given more opportunity to plan for Week in the Woods.</p> <p>Parental involvement opportunity – seek out parental support for Week in the Woods / Outdoor learning skills workshops.</p> <p>Ask Wee hgiOURs group to look at the school rational and ensure that it is fit for purpose – review and update, seek parental input.</p>	

	children. Supports positive relationships between families and school staff team.	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>Parent Council is open to all parents/ carers at Hollywood. Regularly attended by 10-15 members. Parents keen to extend their role in supporting learners pathways.</p> <p>Parents work hard to include new families in the school community. Networking at the gates of the school and trying to find new communication methods to ensure that everyone included. This supports more positive relationships with school and wider community.</p>	<p>Ask Parent Council to take on lead role in promoting and developing the awareness of the world of work for all pupils. Ask parents to make links between local / national business and the school community. Organise and run World of Work (Developing the Young Workforce DYW) event(s) for all pupils.</p> <p>This has been one of the areas hit hardest by the impact of Covid Mitigations. We need to build back all our Parental Involvement approaches over next session – talk lunch, digital skills sessions, parent curricular workshops will resume next session: to be organised and run by pupils.</p>

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1</p> <p>Raising attainment in literacy and numeracy</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver School Improvement Assessment of Pupil Learning School leadership Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 3.2 Raising Attainment and Achievement</p>	<p>Pupils will learn to tell stories and make verbal presentations. Pupils will develop great oral communication skills while mastering the language and ideas they need for subsequent writing. Pupils will transfer skills across the curriculum into all written pieces.</p> <p>Close the learning gap for pupils with additional barriers to learning: Autism CVI ADHD/ ADD Dyslexia</p> <p>Develop pedagogical skills of all staff to ensure raised attainment and positive outcome for pupils with additional learning needs.</p>	<p>Storytelling School: August: one full day training for all staff. Jan: one day full training for all staff. Online support and consultation service from the Storytelling Schools team ongoing throughout the year. Books in place. Identify any other key resources.</p> <p>Fast lane training for all staff</p> <p>Balanced writer training continues for all staff</p> <p>Skills share from Early through to Second Level between staff in school.</p> <p>Professional Skills group with cluster colleagues to support professional dialogue about teaching and learning.</p> <p>Developing Number Knowledge training.</p>	<p>HT to set up training.</p> <p>PEF (£4400 – training and expenses)</p> <p>Additional costs will be identified after training in August.</p> <p>PEF: £500 (resources purchased last session) PEF: £1200</p> <p>PEF: £800</p>

<p>School Priority 2</p> <p>UNRC – Rights Respecting School</p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p> <p>NIF Driver</p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/ Carer involvement and engagement <p>HGIOS?4 / HGIOELC QIs</p> <p>2.1</p> <p>2.2</p>	<p>Together young people and the school community learn about children’s rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children’s rights are promoted and realised, adults and children work towards this goal together.</p> <p>There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.</p> <p>The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.</p> <p>Children are healthier and happier</p> <p>Children feel safe</p> <p>Children have better relationships</p> <p>Children become active and involved in school life and the wider world</p>	<p>HT to sign up for Rights Respecting Schools.</p> <p>HT to lead initial inset training for whole school staff on UNRC.</p> <p>HT to lead assembly for pupils to share the approach and purpose.</p> <p>Whole school team to work towards bronze award.</p> <p>Parents and wider school community to be included in the journey.</p>	<p>HT</p> <p>UNRC business group</p>
<p>School Priority 3</p> <p>Professional recognition</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<p>Supporting and evidencing the pupils’ vision statement: <i>Creative, Confident learners with big ambitions. Kind to each other. Kind to the Planet.</i></p> <p>All pupils will have their hard work recognised beyond the school and local community.</p> <p>All pupils will understand that they are part of a national / global learning culture</p>	<p>Digital School Award: R Stapleton</p> <p>John Muir Award: Mrs McNay/ Miss Dale</p> <p>Eco School Award: Mrs McNay/ Miss Pattie</p> <p>Reading School Award: Mrs Jardine</p>	<p>PEF: Reading School teacher and resources for Library (£5000)</p>

	<p>of learning and achievement.</p> <p>Senior pupils understand that they their achievements in a small rural school can be recognised nationally/ globally and can lead to positive destinations. Skills for life, work and learning.</p>		
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