



HOLY FAMILY PRIMARY SCHOOL & ELC SCHOOL IMPROVEMENT PLAN

2025 / 2026



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

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

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision, Values and Aims

School Vision

At Holy Family Primary School, we are a community of faith and learning, providing the highest quality of education for all our children. We support our children to meet their potential, encouraging confidence and raising self-esteem so that each child can experience the success they are capable of. We are committed to nurturing respect between children, parents, staff, partners and the wider community, within a welcoming, caring and equitable environment, reflecting true Christian values. We continually strive for improvements in the quality of our children's learning experiences and achievement and we enable our children to become successful learners, confident individuals, effective contributors and responsible citizens.

School Values

When we moved to our new building in 2022, we worked with our pupils, parents, staff, partners and community to refresh our school values. Our school values are:

- Caring
- Creativity
- Faith
- Respect
- Safe

School Aims

We are working to embed the National Performance Framework purpose, values and outcomes:

- To grow up loved, safe and respected
- To build our faith through living our gospel values
- To live in communities that are inclusive, empowered, resilient and safe
- To be creative and celebrate our diverse culture
- To be well educated, skilled and able to contribute to society
- To learn to value, enjoy, protect and enhance our environment
- To be part of a thriving society
- To be healthy and active
- To learn to respect, protect and fulfil human rights and live free from discrimination



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Holy Family Primary Curriculum Rationale 2025 - 2026

Principles of Curriculum Design

Challenge and Enjoyment
Breadth
Progression
Depth
Personalisation and Choice
Coherence
Relevance



Our Values

Caring
Creativity
Faith
Respect
Safety



Experiences and Outcomes for Learning

Expressive Arts
Health and Wellbeing
Languages and Literacy
Mathematics and Numeracy
Religious and Moral Education
Sciences
Social Subjects
Technologies



Learner Entitlements

- A broad, general education, including well planned experiences and outcomes across all curricular areas.
- This should enable children to develop the highest possible levels of literacy, numeracy and cognitive skills.
- It should include knowledge and understanding of society, the world and Scotland's place in it. Children should experience challenge and success so that they develop well-informed views and act responsibly.
- A coherent curriculum from 3-18 with smooth and well-paced progression particularly across transitions
- Support to enable children to review their learning and plan for next steps, opportunities for personal achievement and opportunities for personalisation and choice
- A Senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities
- Opportunities to move into positive and sustained destinations beyond school
- Opportunities to develop skills for learning, skills for life and skills for work

Contexts for learning

- Curriculum areas and subjects
- Ethos and life of the school and community
- Interdisciplinary learning
- Opportunities for personal achievement

Personal Support

- Review of learning and planning next steps
- Gaining access to learning activities and resources to meet learners' needs
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

National Improvement Framework

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- Performance Information

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

Excellence in Learning & Teaching

- Keeping our values at the core
- Showcasing our faith
- Showcasing our achievements
- Engaging and active learning
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Co-creating learning intentions & success criteria
- Creating personal learning plans
- Opportunities for collaboration
- Developing problem solving and thinking skills
- Building resilience – learning from mistakes
- Children leading the learning
- Using self and peer assessment
- Linking learning to real life contexts



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Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

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

In session 2024 – 2025, Holy Family Primary and ELC continued to grow. Our school roll increased from 178 children to 216 children. In the ELC, the roll increased from 38 to 67 children. We increased provision for eligible two year olds from 5 to 10 children. We had a very successful Care Inspectorate visit in August 2024. We have continued to build up cluster working with our partner schools in the Sinclair Academy cluster. We worked successfully to implement improvements in the delivery of maths and problem solving through Building Thinking Classrooms. During the school year, we adapted to meet the challenges of staff absences.

b) Data to identify the universal and targeted School Improvement Plan priorities (SIP)

The profile of our learners has continued to change as the school has grown close to capacity. The school is designed to accommodate 231 children and the school role for 2025-26 will start at 223. Our gender balance has changed slightly and we now have 56% male and 44% female. Our community has continued to grow through extensive house building. The majority of our learners are in Quintile 4 (71.16%) with a group in Quintile 2 (14.88). A small group of children (9.77%) have not been assigned a Decile band as they live in recently constructed homes. We have invested time in getting to know the children in the school and to identify their strengths and support needs. At the end of session 2024 – 2025, we had a higher than average number of children with additional support needs. Our children are supported through additional teaching time, working with a Pupil Support Worker, regular Child's Planning Meetings and Individualised Education Plans, where appropriate.

In June 2025, our attainment data showed that most of our learners are on track for Reading, Writing, Talking and Listening, Numeracy and Mathematics. In May 2025, our wellbeing indicator data showed that almost all of our learners self-reported as green for Achieving, Nurtured and Active. Most of our learners self-report as green for Safe, Healthy, Respected, Responsible and Included.

In session 2024 – 2025, attendance was 94.47%. This is an increase from session 2023 – 2024 and is above the West Lothian target of 93.9%.

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

Our attainment data highlights the need to focus on improving Literacy and Numeracy outcomes for our younger learners. Across the school, there is a need to enhance learning and teaching in Writing, to raise the profile of Writing and to ensure children are supported to analyse and improve written texts. Work on Building Thinking Classrooms is in its first phase of implementation and needs to continue in session 2025 – 2026.

Wellbeing Indicator data shows a decline in some elements of learner wellbeing and highlights the need to support wellbeing across the school.

Parent / carer feedback highlights the needs to clarify steps in learning so families can work in partnership with school staff to promote progress in learning.



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Holy Family Primary School Improvement Planning for Ensuring Excellence and Equity					
School Priorities		NIF Driver	Proposed actions	Timescale	Measures of Success
Developing in Faith UNCRC 29 & 30			Focus: Developing as a Community of Faith and Learning	May 2026	Use success criteria
Improvement in all children and young people's wellbeing: - An increased number of children will self-report green across the 8 indicators. - An increased number of staff will self-report green across the 8 indicators. UNCRC Articles: 3, 4, 12, 13, 15, 16, 17, 19, 23, 24, 27, 31, 36, 37 & 39		☒ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Work with colleagues in West Lothian to improve approaches to support learners with additional needs whilst improving wellbeing - Work with the central education team to review the learning environment and adapt to meet learners' needs. - Update the Positive Relationships Policy - Introduce therapy dog and pony sessions - Implement CIRCLE and Trauma Informed Classroom approaches - Promote positive staff wellbeing	May 2026 Dec 2025 Oct 2025 Dec 2025 May 2025 May 2025	Quantitative data from wellbeing check in forms (four times) Qualitative data - Pupil voice – Environment Feedback from pupils / staff / families Qualitative data from participants Qualitative data - Pupil voice – Environment repeat Qualitative data – staff check in repeated
Raising attainment for all, particularly in literacy and numeracy(universal): - An increase of number of children in P1-7 will be on track for Writing - An increased number of families will report that they know how to support their child's learning - An increased number of learners will report higher enjoyment of maths UNCRC Articles: 3, 12, 13, 28, 29		☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Continue to develop the Building Thinking Classrooms approach by de-fronting the classroom and developing a range of rich tasks across Early, First and Second Levels. - Build up planning for questions in Maths tasks. - Review approaches to learning and teaching of Writing. - Raise the profile of Writing across the school community. - Ensure learners understand how to improve technical Writing skills. - Ensure learners understand how to improve creative Writing skills. - Support families to understand key markers for success in Writing. - Work with cluster colleagues to develop approaches to improve Talking and Listening skills. - Improve learner interaction with feedback. - Support families to understand CFE levels.	May 2025 May 2025 Dec 2025 May 2025 Feb 2025 Feb 2025 May 2025 Apr 2025 Apr 2025 May 2025	Pupil feedback – staff feedback Observed learning Pupil feedback on writing targets Capture and share writing on digital platforms Pupil response to success criteria Pupil response to success criteria Feedback from families on created tools Pupil / teacher feedback – small test of change Feedback from families on created tools
Tackling the attainment gap between the most and least advantaged children (targeted): Improved attainment in Literacy and Numeracy in learners in receipt of Free School Meals and Clothing Grants UNCRC Articles: 3, 12, 13, 28, 29		☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Documented in PEF Plan - Support families to access benefit supports - Increase access to school bank resources - Increase access to therapeutic supports - Precision teaching for children in target FSM CG group - Precision teaching for children in Quintile 1	May 2025 May 2025 Dec 2025 May 2025 May 2025	<i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.</i> PowerPoint Presentation
Improvement in employability skills and sustained, positive school leaver destinations for all young people: - Increased quality of learner profiling - Increased awareness of employment opportunities UNCRC Articles: 3, 12, 13, 28, 29		☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Improve learner awareness of the World of Work through profiling - Link with partners and parents to build learner awareness of different forms of employment, - Continue to support children by building up agency and autonomy in their learning. - Work with parents and carers to explore ways for the them to use their skills and expertise to develop children's learning	Apr 2025 May 2025 May 2025 May 2025	Pupil / parent feedback on profile Qualitative data from the employment event
Confident		Effective		Responsible	
				Successful	



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