

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.

Looking Forwards – 3 Year Improvement Plan Priorities

Bullet point key priorities for the next 3 years

Session	2025/26	2026/27	2026/27
Priority 1	Numeracy –Raising attainment / learning, teaching and assessment	Reading Recovery	Literacy: Listening and Talking
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 3) and The Promise	Pupil Enquiry Based Learning (PEBL)
Priority 3	Enhance opportunities for children to put their Faith into	Effective Learning and teaching in RE	Assessment and moderation in RE

Framework for School Improvement Planning 2025/26

	action across four contexts for learning		
--	--	--	--

Section 2: Improvement Priority 1	
School/Establishment	Holy Trinity Primary
Improvement Priority 1	Numeracy –Raising attainment through implementing new approaches to learning, teaching and assessment
Person(s) Responsible	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	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
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement

Framework for School Improvement Planning 2025/26

Staff Leadership- Numeracy Champions, all staff implementation of enquiry based learning in maths, P1-7 implementation of Number Talks, Interactive Teaching wall and contextualised maths Maths working parties to develop planning and review assessments STEMSPACE pilot in P6/7 and P7 Pupil Leadership- Young STEM Leaders	Sumdog, Laptops, Maths Games/ Resources, Number Talks Resources Puma Assessments & Cover for planning / data analysis	Count Me in Family Learning Project Blueprint Parent workshop Young Stem Leaders workshops games based learning Homework Club – Sumdog Competitions
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Visits to other schools to see good practice in Number Talks and Walk the Wall at P1,4 and 6 Numicon CLPL session for Number Talks training sessions (catch ups for new staff) Promethean Training – effective use of maths tools Sumdog Assessment tool STEMSPACE CLPL in P6/7 and 7 SEAL update training sessions for new staff / Support staff Recovery Maths sessions for teaching and support staff	Targeted support through Maths recovery / SEAL interventions Implementation of enquiry based learning in maths Pupil Leadership opportunities through Young STEM Leaders	Sumdog £1536 Laptops – £21057 Maths Games/ Resources = £8000 Puma Assessments online £1979 Shine Maths Targeted Intervention:£410 Blueprint Pupil and Parent workshop- £1300 Cover for data analysis and planning 38 x£326= £12388 STEMSPACE CLPL- 2x £326=£652 STEMSPACE resources - £433 Update STEM Trolleys £716

Framework for School Improvement Planning 2025/26

Diagnostic analysis of assessments to inform planning and teaching Moderation of maths targets in PLPs Interactive Maths displays and contextualised maths zones in each classroom – peer visits to share good practice		
UNCRC Articles		

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 24/25. Confirm agreed non negotiables in implementation of Spiral Learning approach in maths. Selection of pupils for Enquiry 2025-2026 and completion of attitudinal questionnaires.	Collegiate discussion and identifying trends in data	Curriculum Development 18/8/25,	

Framework for School Improvement Planning 2025/26

	Staff use planning from June 25 to create interactive maths walls based on gaps identified/planner created following June MALT assessments P2-7 Establish Maths planning working party A and maths games working party B		27/8/25 27/10/25	
	Maths assessments completed in Primary one with teachers given time to analyse data and plan and select pupils for practitioner enquiry		August 2025 2x cover days	
	In Collaboration with Glasgow University and numeracy development officer implement Maths Burst lessons as part of STEMSPACE project in P6/7 and P7 classes	CLPL for teachers – feedback and evaluation of training Pre and post assessments – Aug and December with 2 lessons taught per week over 8 week block	22 nd August 2x cover days	
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 Maths Working Party B	Class visits / feedback from focus groups	

Framework for School Improvement Planning 2025/26

	All staff update interactive maths learning environment	Learning walls updated and shared demonstrating consistency of approach throughout the school- Open Afternoon and Learning visits- agreed non negotiables for spiral learning should be evident	Open Afternoon 24/9/25 Learning Visits -3 rd November 2025	
Improved parental engagement in maths learning	Maths support from teaching staff/fla and access to IT during Monday homework club, pupil presentation to parents on spiral learning at beginning of open afternoon and parents engage with maths zones with their children during open afternoon	Attendance levels at homework club and parental feedback Parent glow survey at open afternoon	Open Afternoon 24/9/25 and homework club weekly	
Improved maths learning environment with access and use of practical resources in teaching and learning	Coaching in context sessions in each class in use of Blueprint boards Collegiate session and parent workshop	Feedback from pupils, parents and staff	September 2025	
Increased pupil confidence, accuracy and understanding of	Good practice visits in use of Walk the Wall and NumberTalks in P1, 4 and 6	Feedback from staff	Nov 2025	

Framework for School Improvement Planning 2025/26

numeracy strategies through increased staff confidence in maths pedagogy	between Holy Trinity Primary and St. Matthew's Primary			
	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 and moderations of maths work	Staff Meeting – Moderation 25/8/25 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	

Framework for School Improvement Planning 2025/26

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	
	Implement teaching Unit one from assessment data- August 25 for P1 and June 25 for P2-7. Planning time for P2-7 allocated June 25.	Evidence of learning including wall displays	Week begins 11/ 8/25	
	Tracking meetings to analyse data to inform next steps	Gaps discussed and next steps identified	Oct/Feb/ May	
	Puma Autumn assessment online P2-7 P1 maths assessment	Assessments completed and data recorded and analysed by maths champ, SLT and staff Staff use assessment data to inform next teaching block	Week beginning 20/10/25	

Framework for School Improvement Planning 2025/26

Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have planning day with maths champion for maths unit 10 week teaching block	Create / complete weekly planner and update interactive displays	Week beginning 27/10/25	
	Implement teaching unit 2	Evidence of learning including wall displays which will evidence consistent approaches and progression throughout the school	Week begins 3/11/25	
	Quality Assurance visits to classes by SMT and Maths Champion	As per WTA Pupil focus group discussion and class learning visits and sampling of work Non-negotiables should be evident	Week begins 3rdNov 25	
	Puma Spring assessment online P2-7 P1 maths assessment	Assessments completed and data recorded and analysed by maths champ, SLT and staff Staff use assessment data to inform next teaching block	Week begins 2/2/26	

Framework for School Improvement Planning 2025/26

Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	All staff to have planning day with maths champion for maths unit 10 week teaching block	Create / complete weekly planner and update interactive displays	Week Begins 9/3/26	
	Implement teaching unit 3	Evidence of learning including wall displays	Week begins 18/2/26	
	P2-7 Summer Puma Assessment P1 NSA Maths	Assessments completed and data recorded and analysed by maths champ, SLT and staff Staff use assessment data to inform next teaching block	Week begins 18/5/26	
	All staff to have planning day with maths champion for next maths unit and begin implementation	Create / complete weekly planner and displays of work Inform tracking and transition	Week begins 26/5/26	

Framework for School Improvement Planning 2025/26

Improve pupil engagement and confidence in Maths and raise attainment through increased staff confidence in maths pedagogy	Implement teaching unit 4 which will continue into next session to support transition and continuity of learning	Evidence of learning including wall displays	Week begins 1/6/26	
	Peer visits to share good practice in teaching and learning	Collegiate discussion of qualitative and quantitative data to inform next steps	Week Begins 19/1/26	
YSL will achieve 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	

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

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self evaluation for self improvement QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Framework for School Improvement Planning 2025/26

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership related to classroom practice. Pupil Leadership-Pupil Voice Inclusive Classroom scale. CIRCLE Advisor (HT/ DHT) to share learning with all practitioners Attendance Team	In-service day 2 August am CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland	Feedback from Parents/Carers at TAC meetings Parent Leaflet Parent Council Updates Updates through website, newsletters and P1 induction programme Parent Survey/Focus group TAC meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hours). Professional reading/ viewing online materials Quality assurance processes- Peer/smt/professional discussions	The Circle Framework as a strategy to support all pupils looking at Universally accessible supports. The Circle Framework as a strategy to support individual pupils looking at Targeted supports Targeted support for improving attendance SIMD Quintile 1 and pupils who are LAC	Seasons for Growth resources £176 £1000 resources to support targeted interventions to improve attendance

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.	Refresher introduction to The Circle Framework at Aug In-service for all staff including CICS. Circle advisor plc sessions throughout the year fed back to school staff 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	Staff review of classroom and joint open area using scale Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan Pupil Voice tools/ pupil forum Professional dialogue	August In-service Day Staff meeting 18/8/2025 And ongoing during term 1 Term 2 and during TAC meetings	
All learners will experience improved approaches for Supporting Children and	All staff implement appropriate interventions with consideration of CICS	Reflections with colleagues and changes made to classroom practice as a result of self-	Term 1	

Framework for School Improvement Planning 2025/26

Young People using the Circle Framework	& Skills, Supports and Strategies outlined in Circle Framework	evaluation using CICS and action plan		
All learners will experience improved and consistent approaches for Supporting Children and Young People using the Circle Framework	All staff agree non negotiables for structures and routines (including in curricular areas such as maths), physical and social environment	Agreed non negotiables evident through classroom visits, forward plans, discussions with staff and pupils.	August 2025	
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at August Inservice, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills Pupil Voice tools/ pupil forum – Professional dialogue –	August In-service Day August 25 & June 26	
Improved implementation of Personalised support Teachers will support improved participation of individual learners through analysis of Participation	Staff use CPS to identify individual learners' strengths and areas for development Staff will identify and implement further strategies to enhance pupil	Completion of pre and post participation scale through a case study approach – Feedback to parents through TAC meetings	June 26	

Framework for School Improvement Planning 2025/26

Scale (CPS) and associated skills and strategies Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	skills in collaboration with Parent/carer and individual children and young people Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development			
Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	Use of parent postcard approach with case study pupils	Parent and pupil consultation and feedback Parent Postcard		
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 action plan and CPS	Aug-June 26	
Improved attendance for pupils in Quintile 1 and pupils who are LAC with individualised attendance targets based on attendance rates for 24/25	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 weekly for Q1 and LAC pupils	August	

Framework for School Improvement Planning 2025/26

	Review of self-evaluation using Forth Valley Toolkit to identify next steps	Professional dialogue and identification of interventions for group and supports required – including family learning, hwb supports, inclusion in a range of clubs and committees	Sept and follow up PLC meetings each term	
	Review Impact of interventions in place	Self-evaluation with Attendance team, pupils and parents	termly	

Section 2: Improvement Priority 3	
School/Establishment	Holy Trinity Primary
Improvement Priority 3	Enhance opportunities for children to put their Faith into action across four contexts for learning
Person(s) Responsible	HT in partnership with cluster HTs RE Co-ordinator Outdoor Learning Champion All staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
	school improvement teacher professionalism	QI 1.1 Self evaluation for self improvement	

Framework for School Improvement Planning 2025/26

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 leadership	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
---	-------------------	--	---

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: Achieving Gold	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 £2500 Rights Respecting Schools Resources £1000 Laudato Si Resources £1000

Framework for School Improvement Planning 2025/26

Sharing good practice within EDC denominational schools and within Archdiocese of Glasgow Laudato Si Resources pack		
--	--	--

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?	
Children will experience enhanced opportunities to put their Faith into action across four contexts for learning	Staff to complete Pilgrims of Hope placemat activity detailing learning opportunities across 4 contexts of learning	Professional dialogue, children completion on Pilgrims passports detailing range of learning opportunities undertaken during Jubilee year of Hope	August In-service day 25	
	Pope Francis Faith Award Pupils and Caritas pupils complete placemat activity: Serving the Common Good	Pupil dialogue and agreed activities to support chosen charity	Advent / Lent session 2025/26	

Framework for School Improvement Planning 2025/26

Children will undertake leadership opportunities within Laudato Si and Rights Committees.	Pilgrims of Hope Retreat for all EDC Catholic Schools	Children will engage in service celebrating Jubilee year of Hope followed by HWB activities,	3 rd Oct 2025	
	RE Co-ordinator attend EDC RE meetings to plan and share good practice linked to Laudato Si and Rights respecting Schools	Update staff during collegiate sessions. Professional dialogue sharing good practice	1 per term dates tbc	
	Rights Ambassadors and Laudato Si committee work collaboratively on RRS Gold action plan	All classes share their learning on Rights and LaudatoSi through whole school assemblies and social media.		
	Cluster RERC HT group to deliver CLPL and implement self-evaluation across cluster schools	Self-evaluation using Developing in Faith: Serving the Common Good All schools share good practice in Rights Respecting Schools and Laudato Si	HT Meetings 29/8/25 24/10/25 27/2/26 1/5/26 February In-service day pm at Holy Family Primary	
Children in P7 will experience a positive	St. Ninian's Cluster Transition/ Catholic Education Week planning	Professional dialogue	22 nd August	

Framework for School Improvement Planning 2025/26

transition into S1 and understand link between Pope Francis Faith Award in Primary school and the Caritas Award in High school	meeting with follow up meetings to be planned			
	Theme: Pilgrims of Hope – 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 th - 30 th Nov and Jan-March	
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 25	
	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	Sept 25 Ongoing actions throughout session	
	CLPL Achieving Gold training – updated action plan will include Global Citizenship with link to school abroad via Scottish Catholic Aid fund. This will link to Laudato Si and Catholic Social teaching.	Gold Action plan refined and ongoing evaluation of targets	TBC	

Framework for School Improvement Planning 2025/26

	CLPL for staff in the use of Rights Based books from Scottish book trust	Forward Plans and collegiate discussions on learning opportunities developed.	Term 2	
--	--	---	--------	--

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
Raise attainment in maths by 2% at key stages	Targeted maths intervention groups	April 25 – Aug 25 £3693	• ACEL / SNSA data session with all staff • Pre and post assessment • Tracking meetings and target setting sessions	April-August 25 data reviewed in June Termly evaluations of outcomes	ACEL Data in maths improved 1% at P1, 2% in P7 and remained equal in P4. Combined attainment data for maths

Framework for School Improvement Planning 2025/26

					increased by 6.6% in quintile 1 during session 2024/25
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 such as Art, Fitness and cookery.	FLA additional hours £500 Resourcing £1370	Feedback from parents and children. Monitor engagement levels	August with termly evaluations	Improved engagement in school community from vulnerable families.
Children attain GOLD 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 and engagement with partner services £2000	Feedback from parents and children. Monitor engagement levels	Club attendance and evaluations Monitor general attendance levels	Improved engagement in HWB opportunities
Improved pupil engagement and motivation to read as part of ongoing reading schools journey	Reading P1-3 resources to provide support and challenge plus online subscription	£2215	Monitor engagement levels and attainment data specifically for target group	Termly	Reading data declined by 4% in P1 2024-2025

Additional 0.4 SLA support to provide targeted support	Health and wellbeing support	£14700	Feedback from pupil, TAC and tracking meetings with staff	Aug-June 2026	Improved engagement

School PEF allocation 25/26: £79625 Total PEF allocated in SIP £79625 Underspend: £ 0