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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Holy Trinity Primary School
Head Teacher	Laura Hamilton
Link QIO	Vicky McKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
 http://www.holytrinity.e-dunbarton.sch.uk/school-info/vision-values-and-aims/
Current Standards & Quality Report
Holy Trinity Standards and Quality Report 25/26

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2026/27**	**2027/28**	**2028/29**
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation

Section 2: Improvement Priority 1	
School/Establishment	**Holy Trinity Primary**
Improvement Priority 1	**Wellbeing & Inclusion- Work with partners to increase opportunities for equity and inclusion through the development of The Circle Year 3, The Promise and the implementation of EDC's new Dyslexia policy and Guidelines.**
Strategic Leads	SLT, All staff, Nurture Teacher, FLA, Rights Ambassadors, Faith Into Action Committee

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching Inclusion & Empowerment Family & Community Partnerships	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships	Improvement in children and young people's health and wellbeing 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	QI 3.1 Wellbeing, equality & inclusion QI 1.5 Management of resources to promote equity QI 2.4 Personalised Support

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Circle Adviser (AHT/ADHT) to share learning with all practitioners 'Leading beyond the Classroom' opportunities Outdoor Learning- Class Teacher Pupil Leadership and Empowerment: • Pupil voice- Committees, Pupil CICS survey and 10@10	Circle Framework tools CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) | Resources | Education Scotland The Promise Route Maps https://www.plan2430.scot/the-route-maps/ Showing Racism the Red card Education Hub https://theredcardhub.org/ Promoting Anti Racism in Scotland https://blogs.glowscotland.org.uk/	• Parent Dyslexia and Neurodiversity Support groups • Protected weekly Core Nurture Family support time • Parent led teacher CLPL session on Psychological Safety • Feedback from Parents/Carers at TAC meetings • Parent Leaflets • Family Learning Facebook page, Website, newsletters and X page • Parent Council Updates

• Pupil Empowerment groups (Dyslexia and Neurodiversity) • Care Experienced pupil support group • Young Carers support Group • My Voice, My choice representatives and Dynamic Youth Award • Rights Ambassadors • Hi Five Group AHT Into Headship	glowblogs/promotingraceequalityandantiracisteducation/home/professional-learning/ 'Leading beyond the Classroom' protected time	• Parent Open Afternoon • P1 Induction Programme • Holy Trinity Supporting Families Group • Parent participation in Holy Trinity Multicultural event
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Showing Racism the Red Card CLPL workshop • The Promise "We Promise Award" whole staff e-module • The Promise- Support Staff e-modules https://childreninscotland.org.uk/pupil-support-staff-elearning-modules/ • Clicker Training • SAMH Staff CLPL • Psychological Safety session delivered by parent • Dyslexia EDC staff Module 1 • AHT Into Headship	partnership working early intervention & prevention social & emotional wellbeing differentiated support professional learning & leadership	• Seasons for Growth £176 • Outdoor Learning Resources £2000 • Nurture Resourcing £3000 • Circle Resource Lending Library £2000 • Anti-Racist Education including Showing Racism the Red Card workshops £1320 • Culture Celebrations £1671 • SAMH workshops £2700 • Empowerment Groups £500 • UNCRC/Faith Committee £2000 • Mugdock Ranger £1000

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
All children will experience enhanced opportunities to put their Faith into action across the four contexts for learning All learners will experience an inclusive learning environment where all backgrounds and experiences are acknowledged and celebrated. All pupils will experience high quality learning experiences that explore racial stereotypes, promote inclusive language and promote respectful conversations. All pupils and families will experience consistent reporting and recording process of racist incidents	Curriculum Development sessions will explore the themes of: - Understanding Race and Racism - Responding to Racist incidents - Children and Young People's experiences Staff participation in an Anti-Racism Workshop led by showing Racism the Red Card' Pupils participation in Anti-Racism Workshops delivered by 'Showing Racism the Red Card' All classes will implement Anti-racism lessons and contribute to a whole school display during Anti-Racism week.	Pupil and parent surveys Staff feedback and evaluations Faith in Action and RRS Ambassador feedback Quality Assurance of planning 10@10 Pupil Voice evaluations Professional dialogue as part of quality assurance processes	August – December 2026 Curriculum development sessions: • 4th Nov • 18th Nov November 2026 May 2027	

Pupils of all ethnicities will feel represented and included within our school community	Whole school Multi Cultural event that celebrates the diversity within Holy Trinity Primary school organised by Faith in Action and RRS Ambassadors Multi-cultural monthly assemblies led by classes to promote inclusion and diversity. Breaking the Mould: Principles for an Anti-Racist Curriculum used to record racist incidents		August 2026- June 2027 Monthly Assemblies for each class. ongoing	
All pupils will experience an embedded rights-based curriculum Almost all pupils can confidently explain their rights and responsibilities Almost all pupils have meaningful opportunities to influence decisions affecting school life	Pupil and parent surveys created and implemented by RRS ambassadors Gold Action plan created by RRS ambassadors based on information from surveys Gold Action plan implemented	RRS Gold award achieved. Pupil and parent feedback Quality Assurance process	ongoing	
All pupils will have additional opportunities to attend a wider range of sports clubs (including family learning) Health and Wellbeing improved for pupils	Gold Award application submitted Further Community partnerships established	Gold Sports award achieved Pupil and parent feedback Club evaluations and attendance gathered	ongoing	

All pupils will experience weekly outdoor learning which will enhance engagement and cross-curricular learning	Outdoor learning teacher will liaise with class teachers to plan engaging cross curricular lessons in maths, health and wellbeing, global citizenship and science	Pupil feedback Staff feedback Quality Assurance process	ongoing	
All pupils will feel safe, respected, included and valued within the school community All staff have a shared understanding of their role and responsibilities in supporting health and wellbeing for all pupils All families know how to access support and contribute to school wellbeing activities	Consultation with pupils, staff and families to review and update a whole school Health and wellbeing policy Health and wellbeing policy shared with whole community via school newsletters	Pupil, parent and staff survey evaluations and feedback Health and wellbeing surveys	January 2027 September 2026 May 2027	
All children with Dyslexia will feel empowered and supported All parents of children with Dyslexia will feel supported Staff knowledge and confidence in using assistive technology and	Dyslexic pupils will take part in the 'Dyslexia Sparks' empowerment group each month	Pupil dialogue at sessions Pupil feedback on current supports and any further support they require	August 2026- June 2027 Monthly meetings	
	Parent Workshops for children with Dyslexia will take place termly. Workshops will focus on assistive technology and how to better support their children at home	Parent feedback at workshops GLOW form	October 2026 February 2027 May 2027	
	SLT, Class teachers, EST and support staff will complete	Learning and Teaching meeting discussions	Ongoing	

targeted Dyslexia interventions will be strengthened. Dyslexia identification process will be enhanced and more robust through new Guidelines and Policy.	Module 1 of EDC's Dyslexia Training	Feedback at staff collegiate sessions		
	ASN Coordinator and EST will complete Module 2 of EDC's Dyslexia Training	Self-evaluation PSG meeting discussions	Ongoing	
	Class Teachers will engage with in-house assistive technology training on: - Ipads - Cpens - RNIB - Immersive Reader	Pre and post teacher survey to measure confidence and knowledge in using these technologies	Curriculum Development session: 13th Jan	
	ASN coordinator, Class teachers, EST and Ed Psych will use knowledge from module 1 and new policy documentation to track, make decisions and gather evidence for children who could meet the criteria for a diagnosis of Dyslexia.	PSG discussions Dialogue at Learning and Teaching meetings Self-evaluation Literacy Pupil Focus Groups Learning Visits	Ongoing throughout session	
	Class Teachers will engage with Clicker Training session	Teacher feedback and evaluation following training Learning and Teaching meetings	14th August Inset	
Pupils with other Neurodivergent conditions such as ASD and ADHD will feel represented, supported and empowered	Neurodiversity Empowerment Pupil Group will be established and run monthly	Pupil discussions at sessions	August 2026- June 2027 Monthly meetings	
	Parent Neurodiversity support group will be established and run termly with guest speakers.	Parent discussions and evaluations at sessions	October 2026 February 2027 May 2027	

Parents of Neurodivergent pupils will feel better supported	Neurodiversity week will be celebrated throughout the school with each class contributing to a whole school display. Pupils from empowerment group will be given the opportunity to present at an assembly.		16th March- 22nd March 2027	
All staff will have an increased knowledge and awareness of care-experienced pupils and how to best support them All care experienced pupils will feel supported and better represented at Holy Trinity	All staff will complete the module to achieve The 'We Promise' award	Teacher feedback and evaluation following training Self-evaluation	August Inset Day 1	
	Care experienced pupils will be invited to join a support group within Holy Trinity Primary School who will meet monthly	Pupil dialogue at sessions Pupil feedback on current supports and any further support they require	August 2026- June 2027 Monthly meetings	
All staff will feel better supported in their Health and Wellbeing through increased knowledge and awareness of mental health and Psychological Safety. All pupils will feel supported in their Health and Wellbeing through increased knowledge and awareness of their own mental health	SAMH Staff workshop	Staff evaluation of impact of workshop on own mental health	February 2027	
	Parent led staff input on 'Psychological Safety'	Evaluative comments from teachers	February 2027	
	SAMH Mental Health pupils workshops P5-7	Pupil evaluation of impact of workshop on own mental health	February 2027	
	SAMH Time for Me 1:1 Workshops for pupils age 5+	Pupil Feedback	January 2027 – March 2027	
	Rights Ambassadors will organise activities and present at Children's Mental Health Week Assembly		1-7th February 2027	

	Whole School 'Wellbeing Week' will coincide with Children's Mental Health week Pupils and Staff will take part in a range of Health and Wellbeing activities including SAMH workshops	Pre and post survey to measure impact Qualitative and quantitative data gathered	1-7th February 2027	
All staff will continue to promote inclusivity and support individual learners using the Circle Framework and CICS/CPS	Circle Year 3 PLCs will be attended by Nurture Teacher	Information shared with staff at collegiate sessions	Ongoing	
	The Circle Lending Library will be created allowing teacher to borrow Nurture packs e.g.anxiety,fine motor skills, friendships and relationships	Glow form pre and post to measure impact of resources	August 2026- June 2027	

Section 2: Improvement Priority 2	
School/Establishment	**Holy Trinity**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	SLT, Class Teacher Leaders, Literacy Champion, All staff, Pupil Council

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work Priority 4: Curriculum	Improvement in achievement, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	QI 3.2 Raising attainment and achievement QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
'Leading beyond the Classroom' opportunities Working party leadership Pupil Led Learning Teacher involved in Education Scotland Pedagogy in Practice Core Group	Meta Skills toolkit and progression framework https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-career-service/education-team/meta-skills-toolkit Leadership time for staff Professional reading (Kath Murdoch books) Education Scotland Enquiry reading Education Scotland Curriculum Improvement Cycle reading and updates Leading beyond the Classroom' protected time	School Newsletter Family Facebook page and X posts Parent Council updates Parent involvement through Rights Gold RRS Action plan P1 Induction Programme Whole school Parent Open Afternoon
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Meta Skills CLPL inset	early intervention & prevention	• PIRA Assessments £2000

· EDC Literacy Strategy - Feedback toolkit · Learning to read Education Scotland Learning Programme · Staff peer observations of enquiry	high quality learning experience targeted approaches to literacy & numeracy partnership working · employability & skills development	• Meta Skills resources £1652 • Big Cat Books £7000 • Dyslexia Resources £3500 • Reading Resources and Interventions £4000

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
All children will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing	Whole school monthly 'Meta Missions' A chosen Meta skills will be chosen at the first Assembly of each month. Each class will populate a class 'Meta Mission evidence board' (using GLOW forms) with 10 photos of how this skill has been developed in their class. SDS progression Framework used in Forward Plans.	Class routines show meta-skills language and application of skills. All class Meta Mission evidence boards will be shown and discussed at the last Assembly of every month. SDS progression framework in use	September 2026 – June 2027	
All learners will develop their understanding and application of meta-skills	All staff participate in meta-skills staff CLPL and self-directed exploration of SDS	Teacher PRDs. Collegiate time and staff meetings Materials in use and on display in all classes.	September 2026 – June 2027	

and can evaluate their own metacognitive learning. All children can identify, apply meta-skills in different contexts and are able to demonstrate their understanding and awareness of meta-skills.	meta-skills website to prepare for delivery. All staff will contribute to development of meta-skills materials and will have a meta skills wall display in their class e.g. Meta land characters, stickers, certificates, pupil reflection sheets, skills tracker etc.		Curriculum Development 27th Jan	
	All staff will carry out baseline audit of knowledge and confidence of the meta-skills and their application across the curriculum, relevance to learning. Audit analysis informing next steps. Select pupils will engage with Holy Trinity's 'Trinity Trailblazers- Big questions, Brave conversations, Better Futures' Metal Skills Podcast	Staff check-ins. Collegiate sessions and professional dialogue. Pre and post staff SDS meta-skills self-assessment tool. Dialogue and snippets from Podcast shared on Family Facebook page and at Assemblies	Curriculum Development 10th February	
All pupils will benefit from a more "future-focused" curriculum with coherent IDL pathways. Increased learner knowledge and confidence in pupil led learning through enquiry.	Based on the success of new PEBL/ Global Citizenship topics which will be used in term 1, teachers will populate agreed format PEBL planners in term 2 and 3 integrating the meta skills	Planning Documents Dialogue at Forward Plan and Tracking meetings Pre and post PEBL pupil survey	January- June	

All learners will be challenged appropriately through effective questioning and differentiation	CLPL Session delivered by Frances Craig (CT) as part of her Education Scotland 'Pedagogy in Practice Core Group' Professional learning in effective questioning using EDC teaching and learning toolkit.	Staff engagement with the EDC feedback toolkit Staff Feedback from sessions	Curriculum Development 10th March	
Raise attainment in reading and writing, particularly at P4, 5 and 6 stages. Improve teacher tracking judgements through increased assessment data and moderation.	Staff literacy moderation sessions will align staff judgements in achievement of a level PIRA Assessments will be used to inform tracking judgements Teacher Benchmark tool will be used to support teacher's tracking and moderation. Agreed non-negotiables for Talk 4 Reading Targeted learning support including PM Benchmarking and Reading Recovery strategies will be implemented with key pupils More physical copies of books will be purchased to encourage	Quantitative data from assessments and tracking Dialogue at Forward Plan/Tracking meetings Qualitative and Quantitative feedback from staff survey Parent GLOW form survey	August- June Curriculum Development 4th Nov 2nd Dec February Inset 17th March 26th May	

Frequency of reading at home will increase at P1-3 stages Raise attainment in reading and writing, particularly at P4, 5 and 6 stages.	more children to read at home with their parents. Staff CLPL delivered by EDC and school Literacy Champion on: • Phonological Awareness and Elkonin boxes • Moderation • Cypic Free Writing • Reading and Writing SLA support • Talk 4 Reading/Writing refresher	evaluative feedback from CLPL sessions	February Inset Day Curriculum Development 17th March 2nd December 28th April 12th May Assembly times	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	**Tasks/Interventions for identified groups**	**Resources: Identify PEF allocation, staffing and resources that will be procured to support**	**Measures: Identify qualitative, quantitative, evaluative pre and post measures**	**Timescale(s): What are the key dates for implementation? Link to Outcomes**	**Progress: Identify progress and impact in narrowing the PRAG**
Children and families will experience nurturing approaches within family learning opportunities Improved parent engagement	Family learning opportunities to support children and families in the SNUG developed through consultation	FLA additional hours £500	Feedback from parents and children. Monitor engagement levels	August with termly evaluations	
Improved pupil engagement	Health and wellbeing support Making maths memorable and contextualised learning Additional 0.6 Class Teacher to provide Outdoor Learning	£26,029 – 0.6fte class teacher	Feedback from pupils, TAC and tracking meetings with staff	Aug-March 2027	
Pupils will have engaging ways to consolidate their	Sumdog Numeracy and Spelling tasks for use at home and in class.	£1617	Feedback from pupils	August- June	

learning of spelling and mental maths	Sumdog bespoke Assessments				
Raising attainment in maths and Literacy using Spiral Learning and 'Making Maths Memorable and Reading assessment cycles	PUMA Assessment Credits Staff released for data analysis	£2000 40 x £344 =£13,760	• ACEL / SNSA data session with all staff • Pre and post assessment • Tracking meetings and target setting sessions	Diagnostic analysis of ACEL / SNSA data in June Termly evaluations of outcomes	
Pupils will explore the meaning of Sacraments through interacting with drama, music and prayer	Sacramental Retreats: • Communion • Confirmation	£1200	Pupil Engagement	February 2027- April 2027	

School PEF allocation 26/27: £79625 Total PEF allocated in SIP £79625 Underspend: £ 0

School Improvement Plans should be emailed to the link Quality Improvement Officer by Thursday 18 June 2026.