



Howden St Andrew's RC Primary School SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

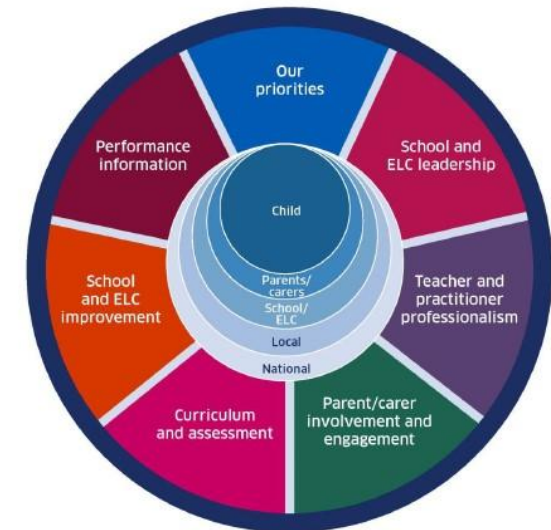
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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Howden St. Andrew's Primary School



Building Up One Another in

Learning, Love and Faith



Confidence

Kindness

Respect

Successful Learners

Confident Individuals

Effective Contributors

Responsible Citizens



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Delivering the Curriculum at Howden St. Andrew's R.C. Primary School



Opportunities for Personal Achievement

- Pupils' successes, both within and beyond school, are regularly shared and celebrated.
- Learner progress and achievements are captured through pupil profiles, supporting reflection and ongoing development.
- The Diamond Award recognises pupils who consistently demonstrate school values and go above and beyond expectations.
- Opportunities for leadership are provided through roles such as House Captains and participation in pupil leadership groups.
- Achievement is formally recognised through regular celebration assemblies.
- Wider achievements are valued and acknowledged, fostering a culture of inclusion, pride and aspiration.

- Diversity is celebrated and embedded within school life, reflecting our school community and enhancing learners' understanding of the wider world.
- Our nurturing and supportive environment ensures all learners feel safe, valued and included, enabling them to engage fully in the life of the school.
- Pupil voice is a key feature, with learners actively contributing to decision-making and influencing improvements across the school.
- Leadership opportunities, including pupil groups and House Captains, support the development of responsibility, confidence and skills for learning, life and work.
- We are committed to equity and inclusion, ensuring that all learners can participate fully and achieve success within the life and ethos of the school.
- Strong, positive partnerships with parents, carers and the wider community enhance engagement and contribute to improved outcomes for learners.

Ethos and Life of the School as a Community

- 1 To make human persons the centre**
To make human persons the centre of every educational programme, in order to foster their distinctiveness and their capacity for relationship with others against the spread of the threatening culture.
- 2 To listen to the voices of children and young people**
To listen to the voices of children and young people in order to build together a future of justice, peace and a dignified life for every person.
- 3 To advance the women**
To encourage the full participation of girls and young women in education.
- 4 To empower the family**
To consider the family as the first and essential place of education.
- 5 To welcome**
To educate and be educated on the road for acceptance and in particular, openness to the most vulnerable and marginalized.
- 6 To find new ways of understanding economy and politics**
To be committed to finding new ways of understanding the economy, politics, growth, and progress that can truly stand at the service of the human person and the entire human family, with in the context of an integral ecology.
- 7 To safeguard our common home**
To safeguard and cultivate our common home, protecting it from the exploitation of its resources and to adopt a more sober lifestyle marked by the use of renewable energy sources and respect for the natural and human environment.



Interdisciplinary Learning

- Our responsive planning approaches enable Interdisciplinary Learning (IDL) to be pupil-led, building on learners' current interests while making purposeful links across curricular areas to develop core skills.
- Outdoor learning is prioritised as a key context for learning, supporting engagement, wellbeing and skill development.
- We promote creative and innovative approaches across all learning experiences to enhance engagement and deepen understanding.
- A strong emphasis is placed on the development of transferable life skills through the Howden St Andrews (HSA) Skills Framework and the HS8 approach.
- Play pedagogy is embedded across the school, supporting meaningful, developmentally appropriate learning experiences.

- Health and wellbeing underpin all aspects of our provision. There is a clear and consistent focus on prioritising literacy, numeracy and Religious Education.
- To ensure breadth and balance across all eight curricular areas, we have developed a flexible, creative and innovative curriculum. This is tailored to meet the diverse needs of our learners through intentional and responsive planning.
- A strong emphasis is placed on pupil voice and inclusion, ensuring learners are actively involved in shaping their experiences and that all children feel valued, supported and able to succeed.

Curriculum Areas and Subjects



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Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

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

Howden St Andrews Primary School is situated within Quintile 2, with approximately 80% of pupils residing in areas classified within Quintiles 1 and 2. The school reflects a highly diverse community, with around 32% of learners identified as having English as an Additional Language (EAL), and a total of 33 languages spoken across the pupil population.

In addition, nearly 55% of pupils are identified as having an Additional Support Need (ASN). Analysis of attainment data indicates that key barriers to learning include underdeveloped vocabulary and early speech and language difficulties, evident from ELC onwards. Furthermore, a proportion of pupils and families experience social and emotional challenges, which can contribute to mental health concerns and, in some cases, reduced attendance.

These factors collectively impact pupils' overall wellbeing and engagement, which in turn can affect attainment across literacy and numeracy. Addressing these barriers remains a key priority to support improved outcomes for all learners.

We are fully committed to the GIRFEC agenda, with pupil wellbeing at the heart of our work. We prioritise trauma-informed practice and foster positive relationships with pupils, parents and families to support strong engagement and improved outcomes. A key focus is strengthening our Support for Learning model to address social, emotional and trauma-related barriers, ensuring pupils are ready to learn and benefit from targeted support. We continue to provide high-quality, inclusive and nurturing learning environments that promote creativity, independence and pupil voice, resulting in strong progress. Our staff work collaboratively, embedding self-evaluation and practitioner enquiry to drive continuous improvement.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Many of our pupils require a supportive and nurturing environment to help overcome barriers to learning and fully access the curriculum. Approaches such as play-based learning, active tasks, project-based learning, free play, self-directed learning (EMPOWER) and a strong emphasis on pupil voice support engagement and inclusion in high-quality learning experiences.



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Current data identifies Primary 3 and Primary 4 as a priority cohort for targeted intervention, with a significant proportion of learners in SIMD quintiles 1 and 2 not yet on track to achieve expected levels, particularly in literacy. Across the school, writing remains a consistent equity gap, especially for learners in quintiles 1 and 2, while reading attainment has improved across all stages.

A whole-school focus on writing will be prioritised, particularly from Primary 3 to Primary 7, where attainment is currently limiting overall literacy performance. This will be addressed through consistent approaches to teaching writing, targeted and universal interventions, team teaching, and engagement with the National Improving Writing Programme.

Numeracy will also be a key focus, particularly in the early stages for learners in quintiles 1 and 2. Targeted interventions, including Maths Recovery, will be complemented by approaches such as Building Thinking Classrooms. Staff will be supported through professional learning, moderation, and the use of West Lothian progression pathways.

Support for Learning interventions and continued engagement with the Attachment and Trauma Sensitive Schools Award (ATSSA) will address a range of identified barriers. In the early years (ELC - P3), listening and talking will be enhanced through language rich classrooms, structured opportunities for talking and listening, high-quality adult modelling, play-based experiential learning and digital and visual supports.

The overall standard of learning and teaching is good, with ongoing improvement focused on consistency, creativity, and effective pedagogy. Staff engagement in practitioner enquiry will support raising attainment and closing the poverty-related attainment gap.

Pupil leadership and participation will be strengthened through the introduction of *Leader in Me*, use of HGIOURS, and progress towards UNCRC and Rights Respecting Schools Silver Award. Wider achievement will continue to be developed and celebrated through pupil voice.

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

Next Session we will:

- Actively use the Curriculum Improvement Cycle to reflect on and improve our practice, so that every child benefits from high-quality, creative and engaging learning experiences.
- Continue to offer rich and varied learning experiences through a range of creative approaches, such as HS8, EMPOWER, project-based learning and outdoor learning, to engage, challenge and inspire all learners.
- Ensure all children have a learning profile updated regularly and shared with parents.
- Embed our dynamic Support for Learning Model to ensure consistent, high quality universal and targeted support.
- Ensure planned, progressive opportunities to support wellbeing and children's rights.
- Promote a whole school strategy for digital literacy to support the development of skills for learning, life and work.
- Engage in the National Improving Writing Programme.
- Our Developing in Faith Theme will be *Serving the Common Good*.



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Howden St Andrew's RC Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB. Continue to embed an inclusive and equitable school culture, celebrating diversity and supporting the wellbeing and achievement of all.	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Ensure there are further opportunities to provide professional learning for staff on inclusive pedagogy, EAL strategies and meeting diverse needs. - Fully engage with the RRS Silver Award process to ensure the UNCRC is at the heart of our practice. - Embed the six principles of nurture across the school, PSWs consistently delivering appropriate interventions across all stages, Boxall profile for identified pupils. - Continue to address barriers to learning and engage with partners to support targeted interventions. - Engage school community in the Attachment and Trauma Sensitive School Award (ATSSA) - All staff to be trained in using the Kitbag resource to support wellbeing ensuring all pupils have access to a trusted adult.	June 27 October 26 June 27 June 27 August 26 October 26	- Staff surveys, observations and PRD feedback show increased confidence and consistency in inclusive practice. - RRS Silver award achieved. - Targeted pupils show improved Boxall scores over time. - Reduction in wellbeing concerns and improved engagement for identified pupils. - Tracking shows targeted interventions leading to improved attainment and wellbeing. - Reduction in identified barriers impacting attendance for targeted individuals. - Progress towards achievement of ATSSA Silver Accreditation. - All staff trained and using Kitbag strategies consistently.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Ensure pupils receive consistently high-quality learning experiences demonstrating pace, challenge and leadership of learning through supported professional learning.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- All practitioners will develop and embed Building Thinking Classrooms pedagogy consistently across all classes. - All children will have a learning profile updated regularly and shared with parents. - Support staff and Numeracy Lead will implement targeted actions, interventions, and enquiry-based approaches to strengthen numeracy outcomes. - Numeracy Champion will lead and engage staff in the development, implementation, and evaluation of the Numeracy Action Plan. - Literacy Champion will lead and engage staff in the development, implementation, and evaluation of the Literacy Action Plan. - Staff will work collaboratively across the school community to further develop a culture of high-quality writing, including active engagement in the National Improving Writing Programme. - Identified staff will participate in the Leaders of Learning Programme to support effective curriculum design and development. - Continue to develop and refine a dynamic Support for Learning model to ensure that universal and targeted supports are consistent, equitable, and impactful.	November 26 June 26 June 26 January 27 August 26 August 26	- Consistent use of BTC strategies observed in learning visits across all classes. - All children P1-3 will have a Seesaw learning profile, all P4-7 children will have a learning profile using My World of Work. - Numeracy Action Plan is clearly defined, implemented, and regularly reviewed. - Literacy Action Plan is co-created, implemented, and regularly evaluated. - Staff engagement evident through participation in professional learning and collaborative planning. - Increased frequency and quality of extended writing across the curriculum - Participants of Leaders of Learning demonstrate enhanced leadership skills in curriculum design. - Clear, consistent approaches to universal and targeted support across all classes.
Tackling the attainment gap between the most and least advantaged children (targeted): Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Maths Recovery and Early Level Numeracy Programme intervention introduced for Q2 children not achieving expected levels in numeracy. - Adapt approaches to writing in Primary 1 and Primary 2 to ensure a focus on core targets, use an Early Intervention model. - Drawing Club and Message Centre intervention implemented for identified children in P1-P4. - Our new EMPOWER approach to be developed across all classes with HS8 implemented across P4-7. - Ensure play-based pedagogy implemented across the school to support creativity, inquiry and engagement. - All staff continue embedding 'Word Boost' across all stages. - Continue to embed the use of digital tools to support and address barriers to learning.	October 26 August 26 August 26 June 27 August 26 June 27	- Identified Q2 learners demonstrate measurable progress towards expected level for numeracy. - Assessment evidence shows improved attainment in identified core writing targets for P1 and P2 learners. - Identified learners show improved engagement and progress in language and communication skills, as evidenced through observation, tracking, and learner work. - Consistent use of the EMPOWER approach and HS8 is evident across classes, with learners demonstrating increased independence, resilience, and engagement in learning. - Present for Play Scotland, Play Pedagogy Award. - Assessment shows improved oral language and vocabulary development. - Digital tools consistently used to reduce barriers to learning, increased learner access and engagement evident across classes P4-7.
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement	Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) - Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) - Planning for sustainable professional learning on how to lead curriculum making at school level (leaders)	August 26	See Leaders of Learning Action Plan



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published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making	☒ Curriculum and Assessment ☒ Performance Information			
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