

ST NICHOLAS RC PRIMARY SCHOOL



SCHOOL IMPROVEMENT PLAN

2025 / 2026

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

- 2.2 In line with our new play strategy, develop play approaches further across all levels to ensure progression and continuity in children's learning.
- 2.3 Further develop and increase staff confidence in pedagogical approaches in Literacy and Numeracy to support high quality experiences and outcomes for all children.
- 3.2 Within our equity framework, continue to develop approaches across the school and ELC, ensuring children's achievements are linked to skills for learning, life and work.

Cluster Improvement Priorities

- Moderation of Listening and Talking
- Building Thinking Classrooms Year 2
- Developing In Faith – Pilgrims of Love/DIF Theme 'Developing as a community of faith and learning'

Equity Priorities

- Highlighted in PEF Plan (Session 25/26) – Leading Equitable Schools Programme Year 2

Local Authority Factors

Moving Forward in Your Learning...Together 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

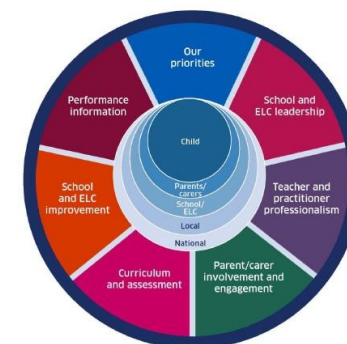
GTCS professional standards and professional update 2021

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



Vision, Values and Aims

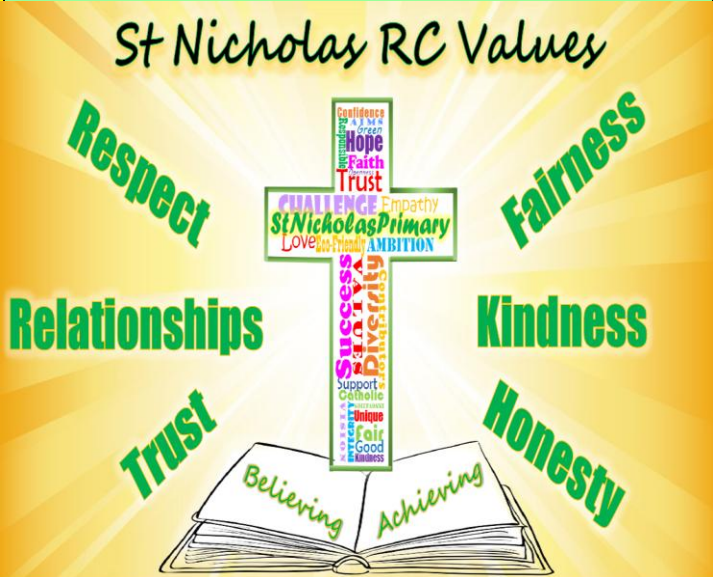


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Our Vision	Our Values	Our Aims
<p>At St Nicholas RC Primary School we work together with our families, Parish and community to nurture and inspire all in their journey of faith, instilling strong Gospel values.</p> <p>We strive to create a welcoming community where every child is valued, supported and challenged to develop holistically to become successful lifelong learners.</p> <p>We have high expectations of all, enabling an ethos of believing and achieving. #believingandachieving</p>	 <p>The diagram features a central cross with 'St Nicholas Primary' in the center. The cross arms are labeled with values: 'Respect' (top-left), 'Fairness' (top-right), 'Kindness' (bottom-right), and 'Trust' (bottom-left). The cross itself is composed of various words including 'Confidence', 'Hope', 'Faith', 'Trust', 'Challenge', 'Empathy', 'Love', 'Friendship', 'Ambition', 'Success', 'Diversity', 'Support', 'Catholic', 'Unique', 'Fair', 'Good', and 'Kindness'. Below the cross is an open book with 'Believing' on the left page and 'Achieving' on the right page.</p>	<p>To build the capacity for Successful Learners by fostering an ethos of ambition for all learners in an inclusive, safe and nurturing environment.</p> <p>To build the capacity for Confident Individuals by developing self-awareness and resilience in every child and promoting confidence, independence and creativity in our learners where individual uniqueness is celebrated.</p> <p>To build the capacity for Responsible Citizens by creating and nurturing effective partnerships across families, Parish and wider community.</p> <p>To build the capacity for Effective Contributors by embedding opportunities to empower our learners through decision making and opportunities to make change, and by designing a relevant curriculum with skills for life to meet the needs of all.</p>

Curriculum Rationale

Our curriculum places learners at the heart of education. At its centre are four fundamental capacities - these capacities reflect and recognise the lifelong nature of education and learning and are our school aims to:

- recognise the need for our children themselves as individuals and to develop their relationships with others, in families and in communities;
- recognise the knowledge, skills and attributes that our children need to acquire to thrive in our interconnected, digital and rapidly changing world, and enable our children to be democratic citizens and active shapers of that world.

As part of our learners' journey, our children are entitled to experience a coherent curriculum, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. *The St Nicholas curriculum is defined as the totality of all that is planned for our children, through school and beyond. That totality can be planned for and experienced by learners across four contexts.* Teachers and support staff work closely with the children, listening to their views and identifying what is most likely to motivate them and help them to engage with their learning. Our school values of friendship, fairness, respect, kindness, honesty and trust will guide this process and we will work closely with families and our partner agencies to build relationships and resilience across our school community.



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Learning across the four contexts at St Nicholas Primary School

Opportunities for personal achievement

- Inside/ Out Achievements
- Recognition Boards in all Classrooms
- Pope Francis Faith Award
- House Captains /House Awards/ Prefects and Buddy Programme
- Learner Participation Groups
- Junior Leadership Team
- St Nicholas School Choir P4 – p7
- Extra Curricular events and competitions
- Minnie Vinnies established for P4 – P7
- Weekly class Star Writer Awards
- Curriculum Cafes and Profiling/Snapshots of
- 'Passport of Learning Experiences/Skills' for all learners
- Pupil of the Week



The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Interdisciplinary Learning

- Themed weeks and days throughout the year
- Outdoor learning
- Builds for Skills
- Home learning experiences
- Play Pedagogy and STEAM
- Food Technology
- Learning for sustainability and global goals
- Agile Learning Culture
- Digital Technologies across the curriculum



- Positive Relationship Policy and Restorative practices approach
- One Trusted Adult Approach across the school
- Weekly Assemblies – Success and Achievements celebrated
- After School Programme
- Family Learning opportunities and Curricular Cafes
- Pupil voice opportunities and House Points
- Fundraising and Charity events
- Wholes school performances
- Class assemblies with parents
- Catholics Education Week events with parish
- Rights Respecting Schools
- Schools Masses and spiritual development opportunities



This and life of the school as a community

- Reflective Reading approaches
- Creative Writing and free writing
- Teaching Children To Listen
- Word Boost Across the school
- Zones of Regulations/ Emotion Works
- CPA Approaches/Number Talks
- Digital Schools Accreditation
- L2 – Spanish P1 – 7
- L3 – French P5 – 7
- 2 hours of PE per week
- Targeted interventions
- Nurture Approaches/Social skills groups
- This Is Our Faith/God's Loving Plan



Curriculum areas and subjects

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

Background

St Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, our vision and ethos are based on strong Gospel values. We are fully supported in our mission statement by our local parish of SS John Cantius and Nicholas RC Church, Broxburn. Our school provides a welcoming, happy, secure and inspiring learning environment. Our curriculum is underpinned by our core values of friendship, fairness, trust, respect, kindness and honesty. We are continuing to develop strong partnership links exist with our new cluster high school, Sinclair Academy, and its feeder primary schools, as well as our geographic cluster of Broxburn Academy and its local primary schools.

Our children are confident, respectful and caring young people, who are a credit to our school and the community. We value our excellent partnership working with all our stakeholders. The school roll is currently **387 children across 15 classes** and the **ELC has 88 children** giving us a total of **475**. This session our nursery provision has capacity for morning and afternoon places and we offer full day placements as a flexible option for parents. Our ELC has now increased the number of hours for each child to 1140 hours over a 50 week model. Our school continues to attract a large P1 cohort with a consistently high demand for places – in August 2025 we will welcome **59** new P1 children to our school. We have 16% of our pupils on the school roll have English as an Additional Language and 27% of our pupils have an Additional Support Need. The school is led by the head teacher, depute head teacher and a principal teacher. Our specialist staff this session includes PE and Music specialists and two instrumental tutors (Pipes and Brass). We are supported by partner agencies including WLC Education Psychology Services, Hearing and Visually Impaired service and Speech and Language Therapy. Together we meet the needs of all pupils.

Data

Overall, attainment in literacy and numeracy is very good across the school. Almost all learners at early level have achieved expected levels in Literacy and Numeracy. Most learners at first and second level have achieved national expectations in literacy and numeracy. Across all stages, there are a few children exceeding national expectations. Where gaps are identified, these will be addressed through interventions outlined in the 2024/2025 improvement plan/PEF plan.

Attainment Data - % Learners On Track end of 2024/25

In P1 almost all learners have achieved expected levels in Literacy and Numeracy
In P2 most learners are on track in their learning in Literacy and almost all in Numeracy
In P3 almost all learners are on track with their learning in Literacy and Numeracy
In P4 most learners have achieved expected levels in Literacy and numeracy.
In P5 most learners are on track in their learning in Literacy and Numeracy
In P6 most learners are on track in their learning for Literacy and almost all in Numeracy
In P7 most learners have achieved expected levels in Literacy and Numeracy

Stage	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	97%	97%	93%	91%	100%	100%
P2	89%	91%	95%	88%	96%	96%
P3	90%	93%	97%	90%	93%	97%
P4	89%	85%	98%	85%	89%	89%
P5	95%	85%	100%	85%	89%	92%
P6	88%	87%	100%	87%	92%	92%
P7	88%	90%	95%	88%	83%	88%



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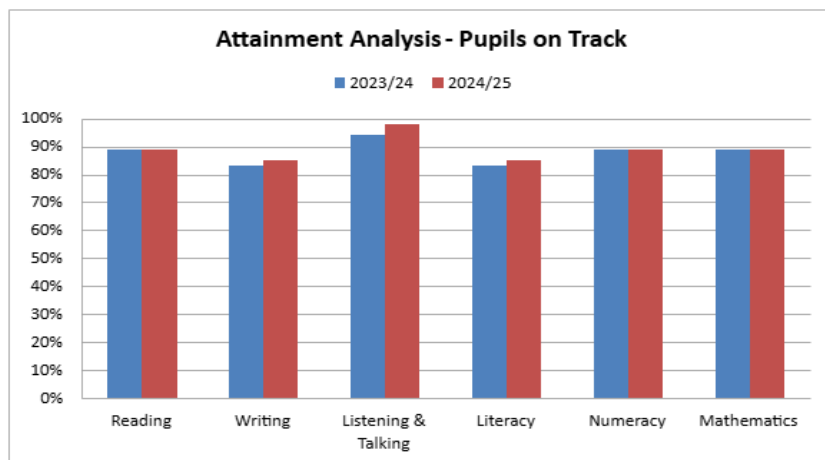
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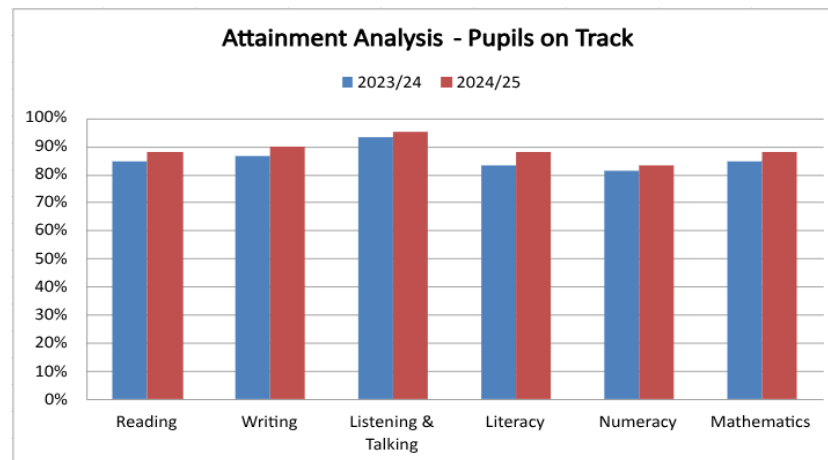
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In addition, almost all learners are making improvements in attainment in Literacy and Numeracy year on year, as evidenced in the end of level graphs below. The data from these graphs shows a consistent and steady level of growth, year on year. Furthermore, teacher judgement on pupil progress is sound – the results above bear a strong correlation to pupil results in SNSA assessments.

End of First Level - P4 Cohort Year on Year



End of Second Level - P7 Cohort Year on Year



Early Years Trackers: -

ELC Trackers show high levels of progress throughout the year in literacy, numeracy and health and wellbeing for all N4 and N5 children. In the 2024-25 session, in literacy, children tracking green for 'identifying words that rhyme' has increased by 9% when compared to our previous N5 children. Children tracking green for 'identifying and tapping out syllables' has increased by 11% when compared to our previous N5 children.

With regards to numeracy, the majority of our N5 children (70.37%) are tracking as green or a star for 'reading numerals to at least 10'. This is a 7% increase when compared to our previous N5 children. Most pre-school children have achieved green or * in all tracked areas of health and wellbeing.

Wellbeing:-

Our health and wellbeing self-reporting data and our ethos survey information from both children and parents, confirms that an increased percentage of our children feel safe and nurtured within our school when compared to last year. The ethos survey results show that all children (100%) and almost all parents (99%) feel that they/their child is safe in school and are treated fairly and with respect – both results are above the West Lothian School Average. The percentage of children self-reporting as green from safe and nurtured has increased this year – safe has increased from 90.86% to 91.88% and nurture has increased from 91.37% to 95.03% as shown in the below diagram.



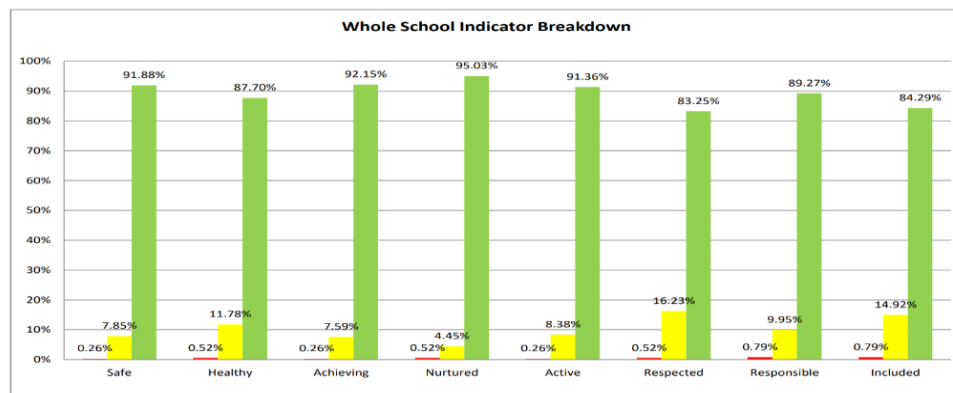
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Whole School RAG Breakdown by Indicator



Parent/Carer Statement	School(s)	West Lothian
My child is safe at school.	99.26%	95.80%
My child is treated fairly at school.	97.79%	94.00%

Pupil Statement	School(s)	West Lothian
I feel safe when I am at school.	100.00%	94.46%
I have a trusted adult in school I can speak to if I am upset or worried about something.	98.83%	94.24%
Staff treat me fairly and with respect.	99.42%	93.70%

Engagement:

Our children have chosen a priority group within a whole school learner participation structure. Pupil voice is at the heart of change within this structure. Each group has a member of the Junior Leadership Team who then feed into our Senior Leadership Team to ensure continuous school improvement.

a) What are our universal priorities?

- To ensure that learners are supported through an equitable approach, with inclusion at the heart of our practice.
- To show improvements in wellbeing for all, with children reporting on their wellbeing positively and having a greater understanding and knowledge of their rights.
- To raise attainment for all, particularly in literacy and numeracy with increased consistency across all stages.

b) What are our targeted priorities?

- To close the gap between the most and the least advantaged children, through use of timely and targeted interventions across literacy, numeracy and health and well-being.
- Currently, we have 35 children who receive free school meal entitlement, with a further 31 children identified as experiencing hidden poverty, we aim to ensure that each of these learners has supports in place across the school session where required
- In Session 25/26 we will deploy a designated staff member to lead inclusive practice across the school, with a particular focus at First Level, to ensure we are meeting learners' needs
- Our Cost of the School Day participation group will continue to advocate for all children in our school, with a particular focus on learner voice



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St Nicholas 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
Improvement in all children and young people's wellbeing:	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Review our Positive Relationships approach in line with West Lothian Council updated Positive Relationship Policy Further engage with community partners to raise awareness of Children's Rights. Develop the use of The Circle resources, using the milestones for development to track and monitor where appropriate. Develop a robust and meaningful nurture programme where targeted interventions and groups support with the wellbeing of all children. Support our learners' needs and engagement through adaptations to our school environments. Developing in Faith – To execute our Pilgrims of Hope programme for the Jubilee Year and explore our theme of developing as communities of Faith and Learning New setting the table document to be embedded and practice to be shared with parents and carers. Develop 'growing through a seed to plate programme' of work in ELC. Introduce relaxation sessions in ELC and develop wellbeing strategies for all children to support emotional wellbeing and regulation. 	June 2026	<p><i>Through learning conversations, almost all children understand the St Nicholas approach to Positive Relationships and can give examples of this in action.</i></p> <p><i>Pre/post questionnaire shows that all community partners are more confident and better equipped to promote children's rights in their settings.</i></p> <p><i>Nurture groups will be tracked and monitored robustly, in line with the agreed local authority approach.</i></p> <p><i>Almost all pupil in P5- P7 believe staff know their strengths and encourage them to do the best they can.</i></p> <p><i>Almost all parents report that staff know their child/children as an individual and support them well.</i></p> <p><i>Observations of mealtimes show that the new setting the table document has been introduced in the ELC.</i></p> <p><i>Children's observations show learning in planting and growing.</i></p> <p><i>An increased number of children are tracking green for the following health and wellbeing tracker statements; I can confidently express my needs and ask for help when I need it, I can confidently cope with everyday/new experiences.</i></p>



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<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Ensure pupils receive consistently high quality learning experiences by engaging practitioners in supported professional learning and pedagogical development with a focus on Talking & Listening and Numeracy.</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> Review Literacy and Numeracy rationales and Literacy pedagogy toolkits to ensure that they reflect current practices. Further embed Building Thinking Classrooms in Numeracy across our cluster Develop a common pedagogy approach using Building Thinking Classrooms in Literacy Develop a progressive programme across all stages in the teaching of Talking and Listening Cluster Moderation in Listening and Talking Engage with community families and partners to support them to support at home in Literacy and Numeracy Revise approaches to teaching phonics using Colourful Consonants and Vowel House Implement the updated Renfrew testing and use findings to inform next steps in learning in ELC Consider physical literacy ensuring that children can adopt storylines to increase their vocabulary through their play experiences. Focus on active numeracy and maths throughout all areas of the ELC. Implement the new Quality Improvement Framework. 	<p>June 2026</p>	<p><i>Almost all staff (90%) reported improved confidence in T, L and A approaches in Literacy and Numeracy</i></p> <p><i>Increased confidence in using the BTC observation rubrics.</i></p> <p><i>Class visits, focus on BTC approach in Literacy.</i></p> <p><i>Improved positive response from the learner view of maths and literacy surveys.</i></p> <p><i>Learners making observable progress across literacy and numeracy as evidence by data at class level.</i></p> <p><i>Teacher confidence in the teaching of phonics will improve across the session (Pre and Post confidence surveys based on confidence).</i></p> <p><i>School wide stretch aims will show an increase in literacy/numeracy attainment for identified children.</i></p> <p><i>Class visits will show consistency of practice in literacy and numeracy across almost all classes within the school.</i></p> <p><i>Children's observations and trackers will show a positive increase for the following literacy tracker statements; I can understand and use and increasing vocabulary, I can introduce a storyline into my play.</i></p> <p><i>Environmental audits will show numeracy rich learning environments for children.</i></p>
	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p><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 PEF SUMMARY to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>June 26</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase the achievements and skill development of all learners, within and beyond the classroom.</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> Review our approach to profiling to incorporate My World of Work (P4-7) and Seesaw (P1-3) as a platform. Further embed Project Based Learning through social studies Es & Os progression Refreshed skills passports – explicit links with meta-skills progression, UNCRC and SDGs Using the newly created St Nicholas Play Strategy, play experiences will be planned across Primary 1-7 using child led consultative planners Strengthen community links by inviting partners into the ELC 	<p>June 2026</p>	<p><i>All staff will be confident in using the revised profiling approaches by June 2026.</i></p> <p><i>Almost all children will report that they have a say in making the way they learn in school more enjoyable.</i></p> <p><i>Pre/post surveys will indicate an increase in teacher confidence around planning for play experiences and the</i></p>



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		<ul style="list-style-type: none">to support children's learning in the wider world of work. Further develop parents as partners by hosting career visits in the ELC.		<p><i>role of the teacher.</i></p> <p><i>Class visit observations Term 3 class visits will focus on play experiences.</i></p> <p><i>Children will be able to talk confidently about different careers. Parents and partners will engage in learning events where they will come into nursery to speak about their careers.</i></p>
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