

# Holy Cross Primary School Standards & Quality Report Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

| The context of the school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Holy Cross Primary School, situated in the heart of Govanhill, provides a warm, welcoming and inclusive environment for our 508 pupils. Our Catholic values and school motto, “CURAMUS – We Care”, are at the centre of everything we do. Working closely with families, Holy Cross Parish, community organisations and partner agencies, we strive to ensure that every child feels valued and supported. Our school community is enriched by a wonderful diversity of cultures, languages and experiences, with 94% of pupils speaking English as an Additional Language. This diversity is one of our greatest strengths and is celebrated throughout school life. With 80% of our pupils living in SIMD deciles 1 and 2, we are committed to ensuring that every child has access to the support, opportunities and high-quality learning experiences they need to thrive. By placing equity, wellbeing and inclusion at the heart of our work, we strive to help all learners develop confidence, achieve success and realise their full potential.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Our achievements and improvements 2025 – 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Key developments (leadership of change) (QI 1.3)</b></p> <ul style="list-style-type: none"> <li>Strong leadership at all levels supported continuous improvement, with staff leading key priorities across the School Improvement Plan and wider school developments.</li> <li>Teaching staff have collaboratively developed a progressive, research-informed phonics framework, ensuring consistency and progression across all stages.</li> <li>Learners demonstrated a strong understanding of children's rights through Rights Respecting Schools work and confidently advocated for issues that matter to them.</li> <li>Learners have taken greater ownership of school improvement priorities, resulting in leadership of change that is increasingly pupil-led, impactful and sustainable.</li> <li>All staff have used data effectively across the school to monitor progress, identify next steps and ensure targeted support enabled all learners to achieve their potential.</li> <li>PEF funded principal teacher led a range of family learning workshops related to school improvement planning priorities.</li> </ul> <p><b>Developments in learning, teaching and assessment (QI 2.3)</b></p> <ul style="list-style-type: none"> <li>Ongoing self-evaluation and data-informed planning ensured improvements were monitored effectively and resulted in sustained impact on learning and teaching.</li> <li>Targeted professional learning in systematic synthetic phonics increased staff confidence and strengthened consistency in phonics and reading approaches across the school.</li> <li>High-quality professional learning and targeted interventions strengthened phonics teaching, embedding structured and progressive approaches across P1-P3 and leading to improved engagement and application.</li> <li>PEF funding was used to purchase phonically decodable reading books and refreshed reading resources which improved the alignment between phonics teaching and reading materials.</li> <li>The majority of learners in Primary 1 were able to apply phonics skills in reading and writing, leading to improved decoding, encoding and overall literacy development.</li> <li>Improved literacy outcomes and greater consistency in practice contributed to a more equitable learning experience across the school.</li> </ul> <p><b>Progress in promoting well-being equality and inclusion (QI 3.1)</b></p> <ul style="list-style-type: none"> <li>All staff were trained through the Respect Me programme and demonstrated a shared commitment to children's rights, resulting in a strong culture of inclusion, respect and wellbeing.</li> <li>Learners reported a strong sense of belonging and inclusion, with 86% identifying the school as welcoming and 94% recognising the importance of children's rights within the school community.</li> <li>Children's rights were effectively embedded in practice, with almost all staff (96.3%) recognising their positive contribution to inclusion and equity.</li> <li>Improved pupil voice and participation led to positive changes in relationships and school culture, evidenced by increased numbers of learners recognising the impact of their actions on others and reporting respectful interactions with peers.</li> <li>Progress towards Rights Respecting Schools Gold Accreditation strengthened pupil agency, with learners demonstrating increased confidence in expressing views, influencing change and contributing to their community.</li> </ul> |

- Meaningful opportunities for leadership and community engagement enhanced learners' confidence, responsibility and sense of achievement, resulting in greater ownership of school improvement and social action initiatives.
- Targeted support through PEF-funded interventions, counselling services and wellbeing partnerships improved outcomes for children, including positive impacts on mental health, engagement and participation.
- Highly effective EAL and inclusion practices, alongside robust tracking and monitoring procedures, ensured learners received tailored support and made meaningful progress from their individual starting points.

#### Progress in children's learning /raising attainment and recognising achievement (QI 3.2)

- PEF-funded targeted interventions provided additional support in literacy, numeracy and health and wellbeing, helping children experience success and overcome barriers to learning.
- Attainment in literacy and numeracy was good, with the majority of learners achieving expected CfE levels.
- Learners made very good progress from their individual starting points, with attainment data showing clear improvements over time, particularly between stages.
- P7 attainment improved across all ACEL measures, with increases in literacy and numeracy compared to both the previous cohort and learners' prior attainment.
- Achievement was celebrated inclusively and consistently across the school, ensuring all learners had opportunities to experience success and receive recognition.
- A well-established system for tracking wider achievement promoted equity of opportunity, enabling all children to participate in and benefit from activities beyond the classroom.
- Strong partnerships and proactive staff support widened access to local and national opportunities, enriching learners' experiences and celebrating a broad range of talents, skills and contributions.

#### Attendance and Exclusion data

School Attendance Rate for session 2025-2026 was 88.42%.  
There were 0 exclusions in session 2025-2026.

#### Our improvement plan priorities 2026 – 2027

- **Improve attainment in Numeracy & Mathematics across the school** – To improve children's progress in numeracy through the consistent application of high-quality pedagogical approaches across the school
- **Improve attainment in Literacy across the school** – To improve children's progress in phonics and reading through the consistent application of high-quality pedagogical approaches across the school.
- **Equity and Inclusion for all** – To further embed our rights respecting culture to include the wider school community and develop awareness and anti-racism approaches with an aim to achieve Gold "Rights Respecting Schools" status.

#### How Good Is Our School 4 Quality Indicator (QI)

| How Good Is Our School 4 Quality Indicator (QI)    | Evaluation |
|----------------------------------------------------|------------|
| Leadership of Change (QI 1.3)                      | Very Good  |
| Learning Teaching and Assessment (QI 2.3)          | Very Good  |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Very Good  |
| Raising Attainment and Achievement (QI 3.2)        | Good       |

#### How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: [headteacher@holycross-pri.glasgow.sch.uk](mailto:headteacher@holycross-pri.glasgow.sch.uk)

Our telephone number is: 0141 423 2538

Our school address is: Holy Cross Primary School, 316 Calder St, Glasgow, G42 7NH

Further information is also available at [www.holycross-pri.glasgow.sch.uk](http://www.holycross-pri.glasgow.sch.uk) or on our Bluesky @holycrosspri