



ST MARK'S PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT



2023-24

Standards and Quality Report 2023-24

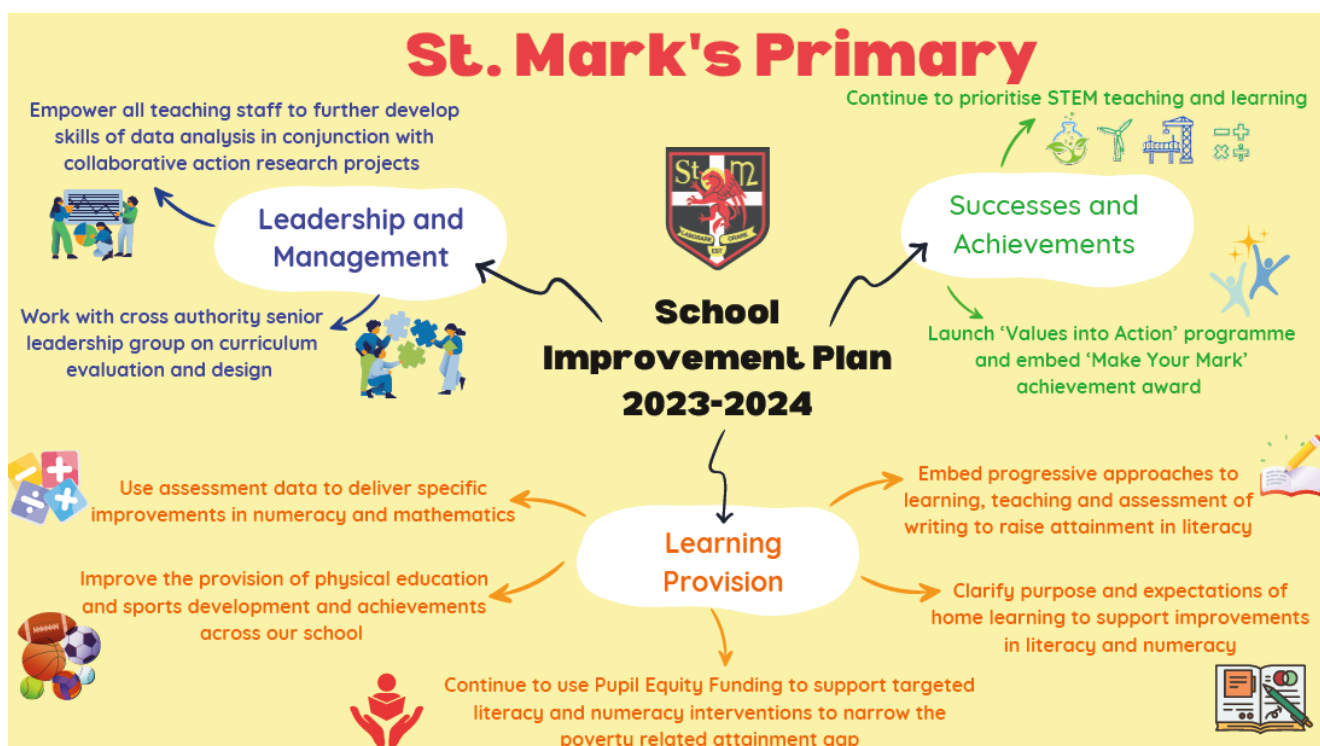
Context of the School

St Mark's Primary is a Roman Catholic Primary School which sits within the community of Barrhead and St John's Parish. The current school roll is 373 pupils. The school has excellent relationships with the other establishments in the St Luke's Cluster; St Luke's High, St John's Primary, St Thomas' Primary, Arthurlie Family Centre and McCready Family Centre. Most Primary 1 pupils transfer to St Mark's from Arthurlie Family Centre. School staff liaise with Arthurlie Family Centre through Early Years Neighbourhood meetings and plan transition meetings throughout the year. The school is also part of a neighbourhood group consisting of the above partners and all other educational establishments in the Barrhead area. Barrhead is an area of regeneration in a predominately affluent local authority.

The school has excellent links with St John's church. Pupils, staff and parents are well supported by the school chaplains, Father Joe Balmer and Father Joe McGill. The school has an active Parent Partnership, which is supportive of the school. The school benefits from the involvement of a range of partners including the Active Schools Coordinator, an Educational Psychologist, Social Work, a Campus Police Officer, a Family First Worker and officers of the Education Department.

Within the school, 33% of pupils live in Scottish Index of Multiple Deprivation (SIMD) 1-3 and the school has an average SIMD of 4.2. The Family First Worker works with many families as a link between home and school. 13% of our pupils have a wellbeing plan. 23% of our pupils receive free school meals. 12% of our pupils have English as an additional language.

Additional information relating to our school, including details on school roll and staffing can be found in our [school handbook](#).



Improvement Plan Priorities 2023/24

In St Mark's, our aim is to inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support. In order to achieve East Renfrewshire's vision of "Everyone Attaining, Everyone Achieving through Excellent Experiences", we are committed to a cycle of continuous improvement that involves all stakeholders across our school community. In 2023/24, the school set out the following improvement priorities:

Leadership and Management

1. Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects
2. Work with cross authority senior leadership group on curriculum evaluation and design
3. Deliver cluster improvement priorities

Learning Provision

1. Numeracy: Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning
2. Literacy: Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy
3. Health and Wellbeing: Improve the provision of physical education and sports development and achievements across our school
4. Homework: Clarify purpose and expectations of home learning to support improvements in literacy and numeracy
5. Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap

Successes and Achievements

1. Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.
2. Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award
3. Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award
4. Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work

Method of Gathering Evidence

A range of evidence has been gathered through self-evaluation to evaluate the work of the school in meeting the priorities outlined above. Self-evaluation frameworks, including *HGIOS4?* And *HGIOURS?* have been utilised to support this process.

Evidence sources include:

1. Monitoring of learning and teaching, achievement and attainment throughout the year through observations (peer, SMT), sampling of work and learner conversations
2. Pupil responses to Health and Wellbeing Survey and learning conversations based on *HGIOURS?* themes
3. Professional dialogue with staff focusing on planning, tracking, attainment and achievement
4. Analysis of attainment data and tracking of pupil progress through CfE levels
5. Use of benchmarks to moderate quality of teaching and learning with colleagues across our school, cluster and local authority
6. Evaluation of Child Wellbeing Plans and information from inter-agency partners
7. Staff, self and peer evaluations and departmental discussions
8. Moderation at school and local authority level
9. Surveys and questionnaires carried out with staff, pupils, parents
10. Cluster action plans
11. Focus group discussions with learners, teaching and support staff and parents
12. Information from our partners: Cluster schools and early years establishments, Active Schools, Educational Psychologist, link Social Workers, Family First, Campus Police Officer, School Nurse and Local Parish Priest
13. UNICEF Rights Respecting Schools silver award accreditation report
14. Eco Schools Scotland Green Flag Evaluation
15. Scottish Book Trust 'Reading Schools' Silver Award Feedback
16. Sport Scotland Gold Schools Award accreditation feedback

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing 	School Priorities <ul style="list-style-type: none"> Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects Work with cross authority senior leadership group on curriculum evaluation and design
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> A culture of self-evaluation and continuous improvement in all schools A skilled and confident workforce A positive culture of health and wellbeing in every school and service A culture of professional enquiry in every school
<p><i>Progress, Impact and Outcomes:</i></p> <p><u>Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects:</u> All staff participated in West Partnership training on Collaborative Action Research, identifying a research question to collaborate on with at least one other member of staff. The timings of the “Assess, Plan, Do, Review” cycle were adjusted to allow teaching staff time to tailor their research questions to their new cohort of learners and to align the research with specific areas within the school improvement plan. Focus areas included mental maths strategies, maths coaches, writing engagement and attainment, technology assisted interventions to support improvements in spelling and the impact of afterschool clubs on improving health and wellbeing and addressing inequity. The presentation phase was brought forward to ensure that findings from research were incorporated into self-evaluation and improvement planning for 2045-25. Findings were also shared with members of the parent council as part of our continued focus on improving engagement with families and highlighting the importance of data and research in driving educational improvements. Almost all staff agreed that the collaborative aspect of the work represented an improvement on previous approaches to practitioner enquiry. Almost all staff also agreed that they felt more confident in analysing their own datasets to draw conclusions about the efficacy of a range of interventions.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> ➤ Embed collaborative action research approach <p><u>Work with cross authority senior leadership group on curriculum evaluation and design:</u> Our Depute Head Teacher and Principal Teacher worked with colleagues from across East Renfrewshire and Education Scotland to reflect on the principles of curriculum design, identify good practice and discuss how to engage staff and move curriculum design forward as a team. This allowed them to confidently lead teaching staff in a series of collaborative curriculum evaluation sessions to identify strengths and areas for development. Feedback from these sessions identified creativity, pupil-led learning, skills development and relevant interdisciplinary learning that meets the needs of all as our highest priorities in relation to curriculum design. The work with the cross-authority group culminated in a ‘Looking Outwards’ sharing day. Our Depute Head Teacher presented at this event, sharing St. Mark’s curriculum design journey with a specific focus on learning for sustainability. The presentation was well received by delegates, with evaluations providing an affirmation of the development work that has been undertaken in the school.</p>	

Next steps:

- Provide opportunities for staff to engage critically with research and development in curriculum design and work collaboratively to ensure that this learning is creatively applied to improve outcomes for all learners.
- Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action
- Ensure that all stakeholders can talk about how the unique features of the school community inform curriculum design.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)
Evaluation: Very Good

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	<p>School Priorities</p> <ul style="list-style-type: none"> • Numeracy: Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning • Literacy: Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy • Health and Wellbeing: Improve the provision of physical education and sports development and achievements across our school • Homework: Clarify purpose and expectations of home learning to support improvements in literacy and numeracy • Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children’s progress • School improvement • Performance information 	<p>Local Improvement Plan – Expected Outcome/Impact</p> <ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • Improved reading, writing and mathematics throughout the years of the broad general education • An increase in the percentage of schools evaluated as ‘very good’ or better for learning, teaching and assessment • An improvement in the attainment of disadvantaged children and young people • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

Progress, Impact and Outcomes:

Numeracy: Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning:

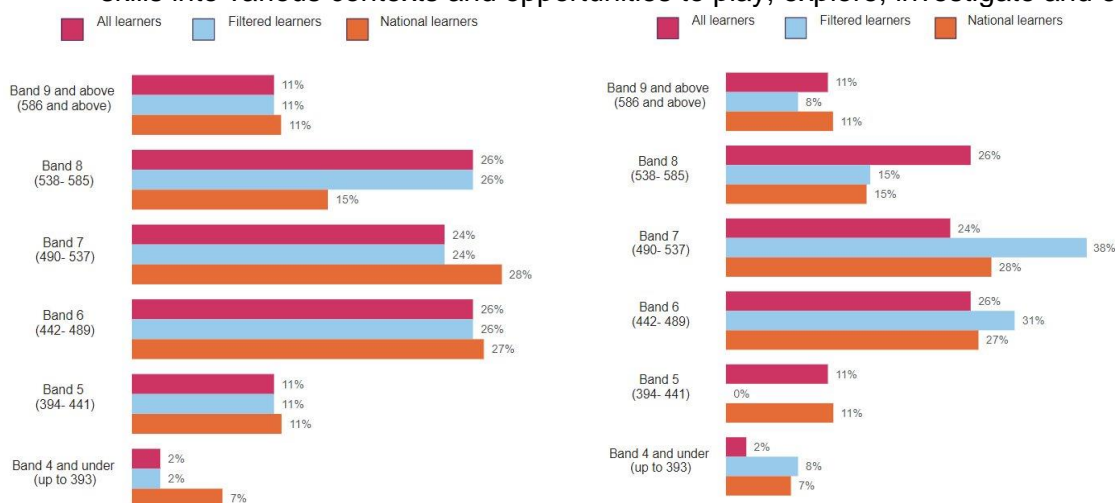
The timing and delivery of MALT assessment and numeracy data analysis was reviewed to provide specific baseline and planning focus for all pupils. Key areas of strength and development were identified and compared with other recent assessment data from ERC baselines, standardised assessments and Scottish National Standardised Assessments (SNSA). Number and number processes and measure were identified as strengths and these strengths have been consolidated with recent standardised test data highlighting St. Mark's performing well in comparison with cluster schools in a number of key areas. Improvements in these areas are linked to whole school roll out of Number Talks to develop accuracy, fluency and flexibility with numbers and calculations.

Standardised Test scores in Maths demonstrate an increasing trend year on year:

- P7 Maths is at the highest average in 7 years when compared with other cohorts. This year's average of 96 also represents the highest average for this cohort over time.
- P5 Maths is the joint highest average in the last 7 years and this represents a 7 point increase on the same cohort's Primary 3 average.
- P3 Maths is the highest stage average in the last 7 years and represents a significant increase of 8 points compared to last year's cohort.

Our PEF Principal Teacher and Numeracy Champion have been leading on work linked to our curriculum development focus on questioning, metacognition and retrieval. Curriculum development time was utilised to undertake whole staff professional reading to define high quality learning and teaching in maths and numeracy. All staff participated in sharing of research and implementing key findings into pedagogy. Quality assurance processes highlighted significant instances of development work transferring into classroom practice with positive outcomes for learners.

- All classrooms had a positive ethos and almost all learners were engaged and motivated
- All classrooms provided a numeracy rich environment
- Almost all pupils were confident in class and independently accessed resources to support their learning well
- In all classes, pupils had opportunities to work independently
- In almost all lessons, teachers provided learning experiences that were matched well to the learners' needs
- A wide range of creative teaching approaches are embedded, including; activities to support mental agility, activities to encourage problem solving and critical thinking skills, effective questioning techniques with some evidence of strategies from recent professional reading.
- There was also some evidence of giving pupils opportunities to expand and transfer their skills into various contexts and opportunities to play, explore, investigate and experiment.



National Standardised Assessment (NSA) data reflects improvements in maths attainment. The above Primary 4 Group Aggregate Reports demonstrate this cohort has 37% of learners at Band 8, 9 and above as compared to 26% of the national cohort. The graph on the right highlights the attainment of Quintile 1 learners, with 11 out of 12 learners from the most deprived areas achieving Band 6 or above.

East Renfrewshire’s Principal Teacher in Numeracy and Mathematics has been working with the school to raise attainment in numeracy. Targets were identified for Primary 2 and 3 pupils and bespoke programmes of work were planned and delivered by a peripatetic teacher funded through the Strategic Equity Fund. All Primary 3 pupils have shown progression in arithmetical strategies and conceptual place value and combining, partitioning and structuring numbers. In Primary 2, almost all of the pupils have shown progression in the same areas. Of the 24 pupils supported through this intervention, there are 9 FME learners (37%) and 19 Quintile 1 learners (79%). The improvements include a deeper sense of number, ability to articulate clearer thinking and being able to use more strategies for solving problems and answering questions. An attitudinal survey was also administered and almost all pupils feel that they have more confidence and enjoyment in maths and numeracy.

The significant impact of improvement work in Numeracy and Maths over the last two years is also borne out by ACEL data for Primary 1, 4 and 7. The table below highlights the percentage of children who are on track to achieve a level in Maths.

2023-24 Maths ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	Current	Difference
P1	96.6	71.7	74.4	90.7	16.3
P4	78.2	83.0	81.0	83.0	2.0
P7	69.8	66.7	75.0	85.2	10.2
P1, P4 & P7 Combined	82.0	73.2	77.1	86.1	9.0
S3 (Level 3)					
S3 (Level 4)					

Maths	Percentage of children on track to achieve a level P1,4 and 7 Combined (Maths)
St. Mark’s 23-24 average	86%
National average 22-23	85%
St. Mark’s target 22-26	81%
St. Mark’s 23-24 Q1 average	78%
St. Mark’s 22-23 average Q1	55%
National average Q1 22-23	78%
ERC average Q1 22-23	70%
St. Mark’s FME average 23-24	74%
ERC average FME 22-23	71%
St. Mark’s average FME 22-23	58%

- 86% of all pupils on track to achieve a level represents
- The highest average in the school in the last seven years
 - 9% increase on last year’s average
 - 5% beyond the school’s 4 year target and 1% higher than national average

- 78% of Q1 learners on track to achieve a level represents
- 8% higher than the ERC average for Q1 learners in 22-23
 - 23% higher than St. Mark’s Q1 average for 22-23
 - equal to the national average for Q1 learners in 22-23

74% of FME learners on track to achieve a level represents

- 3% higher than ERC FME average for 22-23
- 16% higher than St. Mark's average for 22-23

Next Steps

- Introduced revised curriculum planners that incorporate the principles of curriculum design and ensure consistency of approach to learning, teaching and assessment across the school.
- Foreground numeracy and mathematics experiences into Climate 180 project and outdoor learning programme of work to provide opportunities for breadth, challenge and application.
- Raise the profile of maths across the school linked to transformative community action initiatives in curriculum design work

Literacy: Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy

A new resource (PM Writing) was purchased to develop writing skills and ensure consistency of approach across the school. This provided staff with a range of exemplar texts, differentiated lesson plans and assessment resources to support the teaching of writing skills at each stage. Implementation of this was supported by our Reading Recovery teachers who provided teaching staff with regular professional learning sessions to increase knowledge of text types and model pedagogy. Feedback from staff highlights that the PM Writing resource and professional learning sessions have had a positive impact on their own confidence and enjoyment when planning and teaching writing. Furthermore, all teachers now have a better understanding of how to teach different text types and their structure and all class teachers agree that the PM Writing resource helps them to plan and deliver high quality writing lessons. In addition, class teachers stated that most children's confidence and engagement in writing lessons had increased compared to the start of term and that almost all of their learners are now able to meet the success criteria in writing lessons.

"I really feel the PM Writing has helped me enhance my craft as a teacher. The methodology, resources and CLPL training sessions delivered by my colleagues has improved not only my teaching of Writing but pupil engagement and independence in creating their own written pieces. The modelled approach has also ensured every child in my class achieves success in their written work."

"The introduction of the new resource has definitely helped when planning and preparing writing lessons as well as helped me to find different contexts for my lessons. The CLPL allowed me to engage in useful professional dialogue regarding the progress of writing in the school."

"Step by step CLPL was really beneficial, very useful in structuring different genres. Good to have an overview of the year. Brilliant that we have structure of what is expected at each stage and it is clear to see progression throughout the school."

"The use of PM writing has improved the consistency of writing throughout the school by providing a clear structure for the different types of texts. It makes it easier for teachers to be confident of what is required in teaching writing which allows for better progression throughout the school and ensures quality over quantity."

"I have felt supported with the training and the resources on the PM website. Having lesson plans easily available to download has ensured that all key teaching points are being covered. The children (and myself) have a good understanding of what key features are expected in each genre of writing. It has been great to see all classes do the same genre as it has meant from a professional point of view we can share advice and tips."

Evidence from learning visits, following the professional learning and introduction of PM Writing resource, found that there was a consistent approach to teaching writing skills across the school with almost all teachers employing pedagogy from the professional learning sessions during

lessons. Almost all learners demonstrated an understanding of the audience, purpose, structure and grammatical features related to the text type and were engaged and motivated during writing lessons. Formative assessment strategies were evident in all classes and most lessons provided learners with opportunities and resources to self and peer assess. Samples of work showed clear evidence of differentiation and progression from Primary 1 to Primary 7.

Targeted literacy support

The Reading Recovery intervention continues to make a valuable contribution to ensuring that our learners get the help that they need to develop early literacy skills in reading, writing and oral language development. Our data shows that the gains made in Reading Recovery are sustained in pupil's later education. On completion of Reading Recovery, children who initially found reading difficult are reading and writing confidently and enjoying all the benefits that literacy brings.

This year, the impact that the programme has had on targeted learners has been substantial. In 2023/24, 16 learners have benefited from this intervention. In the 20 week programme, pupils have had an average book level increase of 16 levels and a reading age gain of 1 year 3 months. There has also been a significant increase in all pupils' ability to write vocabulary and hear and record sounds in words. All of these gains, result in Reading Recovery children being more independent within the classroom setting. Most importantly, pupils display an enjoyment for reading and teachers stated that they are more motivated and confident to read and write in class. Parents provided feedback stating that they have not only seen significant increases in their child's reading ability but also noticed a newfound enjoyment for reading; sharing books together more at home. Follow up assessments since discontinuation from the programme have proven that pupils have continued to make gains within the classroom and are all reading at or above age expected levels.

2023-24 Reading ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	Current	Difference
P1	89.8	63.0	67.4	88.4	21.0
P4	78.2	91.5	87.9	83.0	-4.9
P7	75.5	78.3	82.1	90.7	8.6
P1, P4 & P7 Combined	81.4	77.8	80.3	87.5	7.2
S3 (Level 3)					
S3 (Level 4)					

Reading	Percentage of children on track to achieve a level P1,4 and 7 Combined (Reading)
St. Mark's 23-24 average	87%
National average 22-23	81%
St. Mark's target 22-26	81%
St. Mark's 23-24 Q1 average	76%
St. Mark's 22-23 average Q1	62%
National average Q1 22-23	72%
ERC average Q1 22-23	70%
St. Mark's FME average 23-24	76%
ERC average FME 22-23	71%
St. Mark's average FME 22-23	58%

- 87% of all pupils on track to achieve a level represents
- The highest average in the school in the last seven years
 - 10% increase on last year's average
 - 6% beyond the school's 4 year target and national average

76% of Q1 learners on track to achieve a level represents

- 4% higher than the national average for Q1 learners
- 14% higher than St. Mark's Q1 average for 22-23

82% of FME learners on track to achieve a level represents

- 5% higher than ERC FME average for 22-23
- 18% higher than St. Mark's FME average for 22-23

2023-24 Writing ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	Current	Difference
P1	91.5	63.0	67.4	88.4	21.0
P4	72.7	72.3	77.6	74.5	-3.1
P7	50.9	70.0	76.8	90.7	13.9
P1, P4 & P7 Combined	72.5	68.6	74.5	84.7	10.2
S3 (Level 3)					
S3 (Level 4)					

Writing	Percentage of children on track to achieve a level P1,4 and 7 Combined (Writing)
St. Mark's 23-24 average	84%
National average 22-23	78%
St. Mark's target 22-26	81%
St. Mark's 23-24 Q1 average	72%
St. Mark's 22-23 average Q1	62%
National average Q1 22-23	70%
ERC average Q1 22-23	69%
St. Mark's FME average 23-24	76%
ERC average FME 22-23	68%
St. Mark's average FME 22-23	52%

84% of all pupils on track to achieve a level represents

- The highest average in the school in the last seven years
- 8% increase on last year's average
- 3% beyond the school's 4 year target
- 6% above the previous national average of 78%

72% of Q1 learners on track to achieve a level represents

- 2% higher than the national average for Q1 learners
- 10% higher than St. Mark's Q1 average for 22-23
- 3% higher than the ERC Q1 average for 22-23

76% of FME learners on track to achieve a level represents

- 8% higher than ERC FME average for 22-23
- 24% higher than St. Mark's average for 22-23

2023-24 Talking and Listening ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	Current	Difference
P1	98.3	73.9	81.4	100.0	18.6
P4	89.1	95.7	93.1	93.6	0.5
P7	79.2	93.3	87.5	94.4	6.9
P1, P4 & P7 Combined	89.2	88.2	87.9	95.8	7.9
S3 (Level 3)					
S3 (Level 4)					

Talking and Listening	Percentage of children on track to achieve a level P1,4 and 7 Combined (Talking and Listening)
St. Mark's 23-24 average	95%
National average 22-23	87%
St. Mark's target 22-26	88.5%
St. Mark's 23-24 Q1 average	91%
St. Mark's 22-23 average Q1	71%
National average Q1 22-23	81%
ERC average Q1 22-23	78%
St. Mark's FME average 23-24	94%
ERC average FME 22-23	81%
St. Mark's average FME 22-23	72%

95% of all pupils on track to achieve a level represents

- The highest average in the school for the last seven years
- 11% increase on last year's average
- 6.5% beyond the school's 4 year target and 2% higher than the national average

91% of Q1 learners on track to achieve a level represents

- 10% higher than the national average for Q1 learners
- 20% higher than St. Mark's Q1 average for 22-23

94% of FME learners on track to achieve a level represents

- 13% higher than ERC FME average for 22-23
- 22% higher than St. Mark's FME average for 22-23

Next Steps:

- Continue to embed the use of PM Writing across the school to ensure consistency of approach and appropriate challenge for all learners.
- Continue to provide CLPL to staff to increase confidence in planning, teaching and assessing all text types.
- Continue to provide staff with opportunities to share good practice and moderate writing in school and within the St. Luke's cluster.
- Raise the profile of writing across the school by providing opportunities to apply skills in other areas of the curriculum and share with a wider audience.

Health and Wellbeing: Improve the provision of physical education and sports development and achievements across our school

Our [Curriculum Rationale](#) underlines the importance of sport and physical activity to our children. It sets out our ambitions to use education (and specifically sport) to tackle the poverty-related attainment gap, raise ambition and promote wellbeing as part of a process of continual improvement. Our quality assurance processes and pupil/ parent consultations have confirmed

improvements in this area. P.E has been led by a dedicated member of staff to ensure consistency and time to deliver high quality P.E lessons at all stages. On top of this, all class teachers deliver PE each week, which ensures all staff are committing to this priority and increasing their own capacity as teachers of PE and sports ambassadors.

This increased capacity has also been achieved through staff commitment to CLPL. Staff had highlighted a lack of confidence in teaching gymnastics. In response to this feedback, our active schools co-ordinator led CLPL sessions. All staff who attended stated they were more confident in planning and delivering more challenging gymnastics sessions with a range of equipment.

Girls in primary six worked closely with Active Schools and 'Girls Ambassadors' from St Luke's as part of the 'EMPOWER' programme. The aim of this programme was to encourage girls to participate in sport and was very well received by the cohort of pupils, many of whom have gone on to represent the school in netball, football, dance, cross country and basketball.

Staff worked collaboratively with students from UWS to provide a lunchtime club for Primary 2 pupils who have been identified as needing support with their gross motor skills, hand-eye co-ordination and listening skills. This bespoke opportunity helped to develop balance and co-ordination, focus and concentration amongst all of the pupils involved.

Pupils had fed back that when representing the school in competitions and tournaments, they sometimes lacked confidence due to only having the opportunity to practise a few weeks in advance. This year we responded to this feedback by having the football club, dance club, netball club and basketball club run for most of the school year. This has helped pupil confidence and teamwork when attending competitions and events and has resulted in stronger performances all round.

During Term 1, 29.6% of pupils accessed the free school sports that were offered as after-school clubs. These clubs included Football, Dance and Netball. Term 2 saw a further increase in involvement and participation rose to 39.6% and the clubs expanded to include Basketball and Running. Term 3 had 28.8% of school pupils participate in school sports clubs which brought the termly average to 32.6% of pupil participation. Feedback from pupils included:

"I have loved feeling like part of a team"

"I get to play with my friends as well as learn some new skills!"

Of these pupils, 4% of them fall within Quintile 1 and 20% are FME learners.

We have established a pupil sports committee who organised a Euro 24 in-school tournament. Our committee will take forward the recommendations from our Sport Scotland award and lead on a number of sports events in the new academic year.

Our improvements in this area of our learning provision have been recognised by Sport Scotland. We now hold a Sport Scotland Gold Award. This highlighted our excellent practice and on-going commitment to increasing opportunities and engagement in physical education, school sport and leaderships as well as providing clear pathways to life-long participation in sport.

Next Steps:

- Take forward recommendations from the Sport Scotland Gold accreditation report.

Homework: Clarify purpose and expectations of home learning to support improvements in literacy and numeracy:

Feedback from parents, pupils and staff was used to inform the school's approach to home learning this session. Staff worked collaboratively to share practice, identify resources and agree on expectations related to home learning. This resulted in a clear and consistent approach to homework that focuses on reinforcing literacy and numeracy skills taught in class. [Guidance](#) was issued to all families to clarify the purpose and expectation of home learning and resources were identified that would be accessible to all. The success of this was evident in the feedback from our most recent parental survey. When asked if the school gives parents/carers advice on how to

support their child's learning at home, 94% of respondents agreed or strongly agreed - an increase of 5%, this includes a 7% increase in the number of parents who strongly agree with the statement. The number of parents who disagree or don't know has decreased by 5% from 11% to 6%.

2022-2023

16. The school gives me advice on how to support my child's learning at home

[More Details](#)

Strongly agree	39
Agree	89
Disagree	7
Strongly disagree	0
Don't know	8



2023-2024

16. The school gives me advice on how to support my child's learning at home

[More Details](#)

[Insights](#)

Strongly agree	49
Agree	87
Disagree	4
Strongly disagree	0
Don't know	4



An after-school club was offered to provide support to children and families who may have barriers to completing work at home. 85 pupils attended the home learning club from September to March. 97% of parents saw an improvement in their child's engagement with homework as a result of attending homework club and all staff reported an improvement in engagement with homework by children who attended the club. In addition, feedback from pupils who attended the club was positive with many of them reporting that the quieter environment helped them to focus on their tasks.

- *"It helps you to get all homework done and it helps to make sure you can get it finished and not worry about it at home." P6 Pupil*
- *"Homework club is very good. In one hour everything can be finished which I love." P4 Pupil*

Overall there has been an improvement in engagement with homework across the school. 57% of children from P2 – P7 always complete homework, an increase of 9% from the previous year. Furthermore, the number of children who never complete homework has decreased by 8% from 21% to 13%. This has had a positive impact on attainment in literacy and numeracy as almost all children who regularly complete homework are working at the expected CfE level or beyond.

Next Steps:

- Continue to work in partnership with families to increase engagement with homework.
- Continue to offer an after-school home learning club to support learners with barriers to engagement.
- Provide advice to parents on how to support learning at home by offering increased opportunities for parental participation during home learning club.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)	
Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children • Improvement in attainment, particularly in literacy and numeracy 	School Priorities <ul style="list-style-type: none"> • Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report. • Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award • Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award • Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work
NIF Driver(s) <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children's progress • School improvement • Performance information 	Local Improvement Plan – Expected Outcome/Impact <ul style="list-style-type: none"> • A rights based culture, centred on Getting It Right For Every Child • Analysis and evaluation of intelligence and data • Building the capacity and skills of our learners to work independently/ remotely
<p><i>Progress, Impact and Outcomes</i></p> <p><u>Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award</u></p> <p>Staff have implemented a range of actions to promote the school values and create a positive and supportive environment where they are actively practised and celebrated. At the start of term, posters were created to visually communicate some of the actions that embody Love, Faith and Understanding. These are displayed in all classrooms and in communal areas around the school to serve as constant reminders of the importance of these values and the behaviours that demonstrate them. A 'Values Award' system was created where pupils who exhibited Love, Faith and Understanding in their daily interactions and activities were recognised. When such behaviour was observed, pupils were rewarded with stickers or certificates as a token of appreciation and encouragement. This system of immediate recognition helped to reinforce positive behaviour and motivated students to try to demonstrate our values at all times. Pupils who consistently demonstrated exemplary commitment to the values of Love, Faith and Understanding were recognised and celebrated at school assemblies, providing them with formal recognition in front of the school community and fostering a sense of pride and accomplishment. Feedback from learning conversations and professional dialogue shows that most children are now more able to articulate the school values and can recognise when they have been displayed by themselves or others. Focussing on promoting and recognising the core values of Love, Faith and Understanding has helped to create a positive and supportive school environment where these values are consistently practised and celebrated.</p> <p>In the second full year of the 'Make Your Mark' award, all children participated in the range of signature learning experiences planned for their year group. These experiences cover a wide range of skills from different curricular areas such as outdoor learning, digital technologies and health and wellbeing. This year's passports included meta skills to support conversations about skills development and learner dispositions. Acting upon feedback from last year's self-evaluation, classes were invited to share their 'Make Your Mark' achievements at whole school</p>	

assemblies in order to raise the profile of the award across the school. Some stages used their 'Learning Assemblies' to focus on 'Make Your Mark' and to link their signature learning to our school values. All parental feedback was positive with parents praising the relevance of the learning and conveying their children's enthusiasm for these types of experiences.

- *"This is great for building confidence in children and allows them to build on social skills and teamwork."*
- *"These Make Your Mark experiences are fantastic. It's really nice to see the kids all perform together and see what they have been working on."*

Children were positive about the Make Your Mark passports during learning conversations:

- *"I think that it is very good and it is in the passport. It is stuff that we haven't done before and it gives us a chance to do new things." P6 pupil*
- *"We like the passports because there are so many stamps because we have worked hard to learn a skill." P3 pupil*
- *"I enjoyed the Dams to Darnley and the pond dipping. The ceilidh that we organised was great fun too." P5 pupil*

Next Steps:

- Review Make Your Mark experiences to reflect planned work on Climate 180 programme.
- Continue to foreground skills development and empower children to articulate linked skills.
- Continue to embed the Values into Action programme by making explicit links to learning across the curriculum.

Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award:

The school was awarded UNICEF UK's Rights Respecting Schools Award at Silver level: Rights Aware. The RRS Accreditation team praised the school for its work in all three strands of the award:

- The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living. The headteacher and RRSA leads have a clear focus on including rights within school policies and curriculum reviews, encouraging staff to be more explicit. They feel that "The language of rights allows children to think more globally and sustainably. Children are keen to look beyond their school for learning opportunities." Staff provide opportunities for children to learn about rights and be "advocates for change". They are passionate about children leading their own learning. Children are involved in planning inter-disciplinary learning and use this as a vehicle to reflect on rights and global goals. Training attended by the RRSA coordinator, has resulted in connections made between rights and health and wellbeing lessons.
- Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. Children have been keen to find out more about diversity and equality in action and through topics such as Inspirational People and Black Lives Matter. This is supporting their learning about social injustice. Children feel that "Rights remain for children to have equality over what they say and do. Equality is a big thing." Diversity Day has allowed the children to reflect on the different languages within their community and with the support of parents, children were able to choose what they wanted to learn about.
- Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights. Children across the school have many opportunities to have their voices heard to support changes to their school. Recent playground developments, including the installation of a trim trail, started with learning conversations with the children. The headteacher stated that, "Children know that we act upon their feedback".

Children’s participation in committees such as Mini Vinnies, Eco School, Reading School Group and Rights Steering Group has resulted in accreditations, celebrating the success of the school.

Apply for Reading Schools Silver accreditation

The school was successful in achieving Scottish Book Trust’s Reading Schools Silver accreditation in recognition of the work that has been done to further build and sustain a reading culture across the whole school and wider community. The accreditation team praised:

- The incredible reading environment consisting of a diverse range of genres for all learners.
- The clear positive ethos around reading for pleasure and the wellbeing benefits of this.
- Our reading-rich pedagogy and clear focus on supporting staff to develop a rich understanding of the importance and impact of reading for pleasure.
- Our creative approaches to sharing reading recommendations across the whole school, including how the staff team share their own reading identities.
- The fantastic role modelling of our Reading Leaders and the way they are supported to confidently read with younger peers.
- How learners of all age and stage are so clearly supported to explore and celebrate their own individual reading journey.
- Our engagement with community partners to further widen learner's experiences of reading aloud and to normalise reading as a hobby enjoyed by everyone.
- The support we provide to families to build up their confidence in accessing the public library and independently exploring the Read Write Count resources, and the ways in which we involve our wider community in reading celebrations in school - both in-person and across our social media platform.

Next Steps:

- Take forward the recommendations from RRS Silver accreditation report linked to ongoing work on curriculum design
- Apply for Gold level RRS and Reading Schools Gold accreditation in 2025

There have been no exclusions and four incidences reported of bullying behaviour over this past year. Attendance and latecoming has been a specific focus of our Pupil Equity Fund (PEF) Action Plan this year. See PEF section below for further information.

	2021-22	2022-23	2023-24	Target 2022-26
Attendance %	91%	91.5%	92.85%	93%

Pupil Equity Fund – How are we ensuring Excellence and Equity?

The mission of the refreshed Scottish Attainment Challenge is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Working in partnership with our Attainment Advisor, Quality Improvement Officer and Head Teacher Quads, our head teacher and PEF principal teacher analysed our data to ensure we understood how poverty was most impacting on our school community. From this analysis we worked in partnership with key stakeholders to design three interventions for equity around social and emotional wellbeing, targeted approaches to literacy and numeracy and partnership working. The evaluations below summarise progress in each of these key areas.

Social and Emotional Wellbeing (1):

Planned Impact and Outcome	Improved attendance, for targeted individuals and families, leading to an improvement in the school average from 91.5% to 92.5%. (Year 3)
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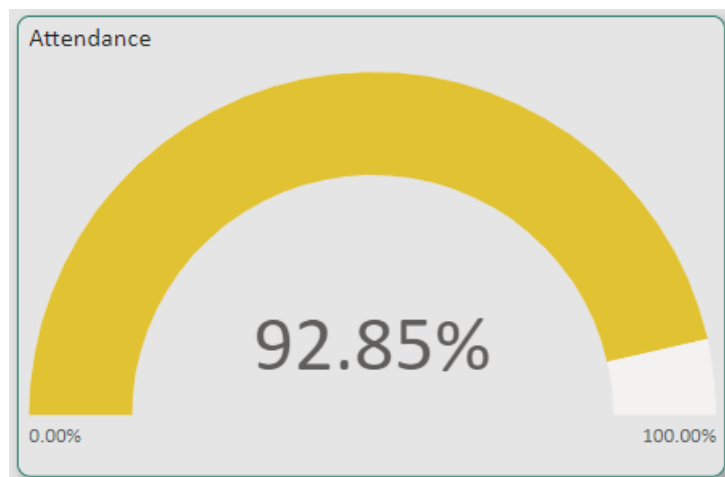
	Improved attendance, engagement and social and emotional wellbeing for targeted individuals attending nurture groups. (Year 4)
SMART Target	<p>By April 2024, children living within Quintile 1 will have increased their attendance by at least 1% from the previous total of 89.9%.</p> <p>By April 2024, boys' attendance will have increased by at least 2% in Primary 4 and 3% in Primary 5.</p> <p>By April 2024, the attendance of FME children will increase by at least 2% in order to reduce the gap between FME and non FME children's attendance.</p> <p>By June 2024, all identified learners will demonstrate improvements in wellbeing, motivation and engagement, as measured by approved nurture assessment tools.</p> <p>By May 2024, all identified learners will increase the time spent in class following attendance of nurture provision.</p>

Evaluation of Intervention

Outcome 1: Overall improvements in attendance across the school.

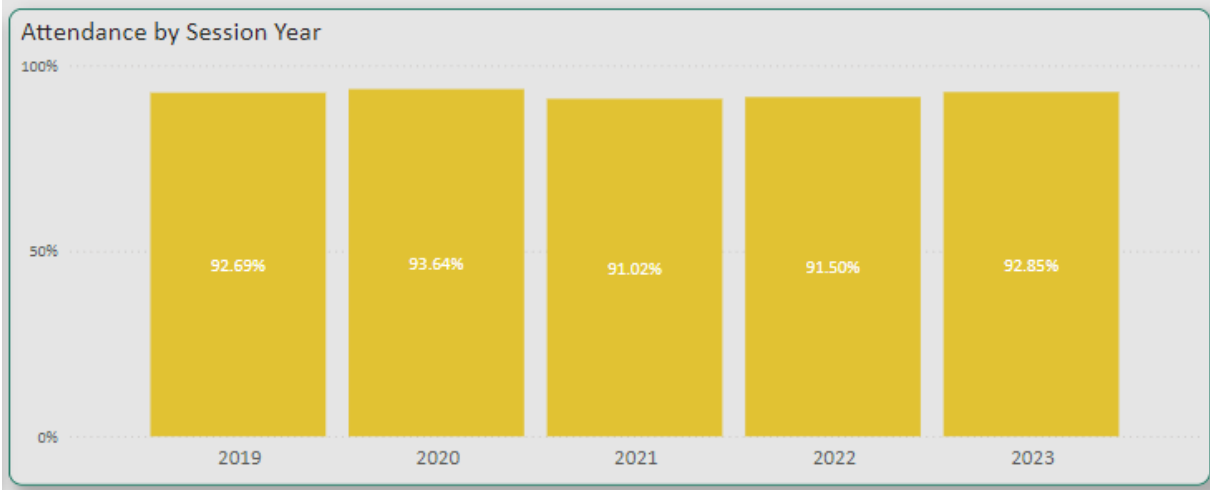
- Attendance and late coming systems were further refined to include daily absence reports, 3 weekly monitoring periods, refreshed approaches to parental communication and a greater investment of time in meetings and phone calls from PEF principal teacher, office staff and head teacher. Family First referrals have increased in order to support more families with attendance and a weekly family drop-in has taken place in the school. HT also attended cluster attendance forums to learn from best practice across cluster.

2023-24 Whole School Average (as of 1st June 2024)



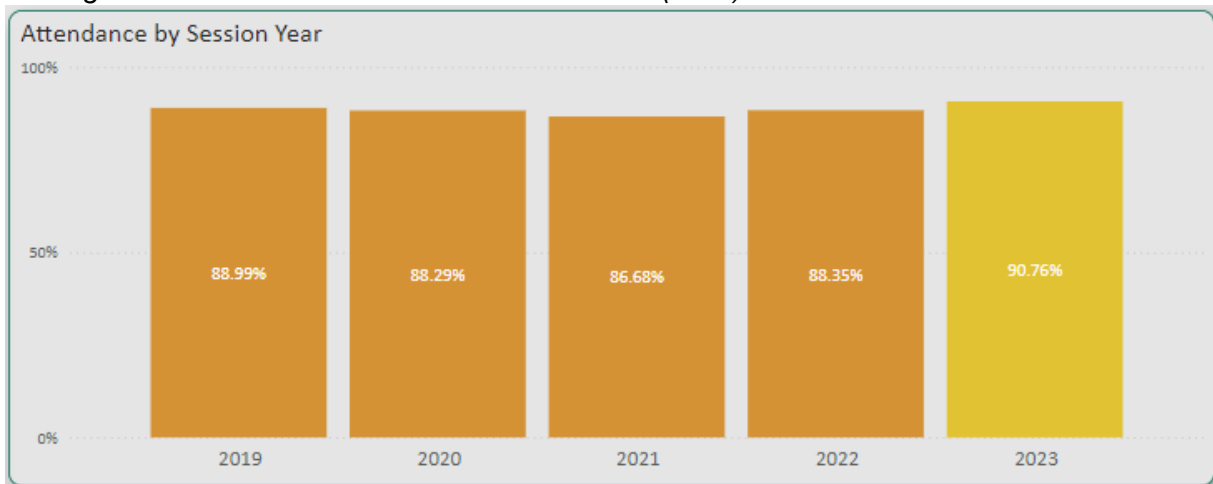
- Average attendance as of 1st June 2024 is 92.85% which is a 1.3% increase on last year and 0.35% higher than the 92.50% stretch aim set in this year's PEF plan.
- The average attendance is 0.15% below the ERC school target of 93% for 2022-26.

Whole School Average Attendance 2019-2023



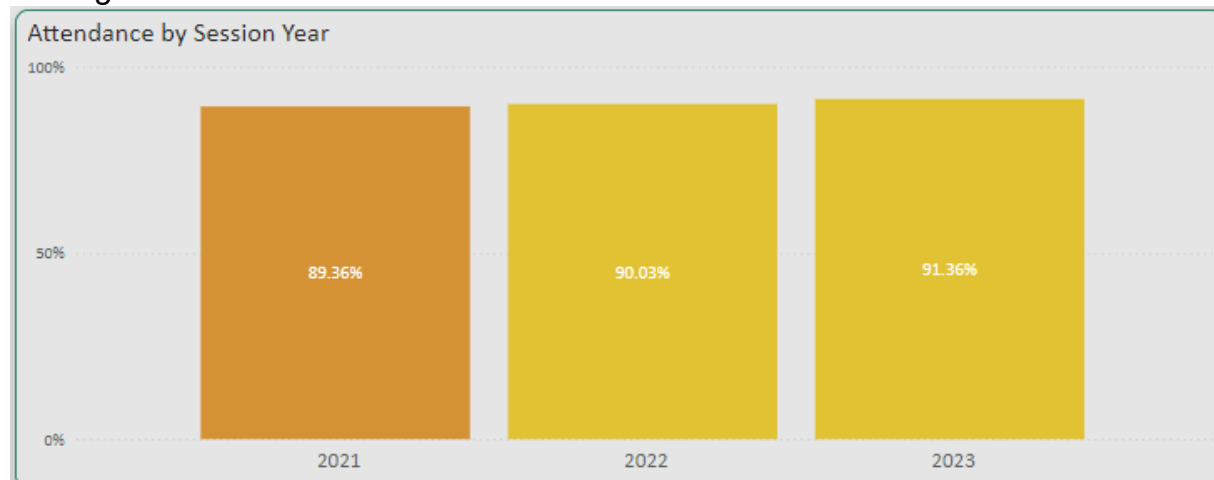
- This year's average attendance is the highest in the last five years (excluding 2020 which included statistics for the second COVID lockdown).
- 293 pupils out of 373 pupils (78.5%) have 90% attendance or above. This is an increase of 9.5% from 69% of pupils in 2022-23. This demonstrates an increasing trend of pupils with medium to high and very high levels of attendance.

Average attendance for Free School Meal entitled (FME) children 2019-2023



- **PEF target:** By April 2024, the attendance of FME children will increase by at least 2% in order to reduce the gap between FME and non FME children's attendance.
- Average attendance 23-24 FME: 90.76%. This represents an increase of 2.41% from last year and the first time in five years that FME attendance has moved from low category into medium category. This success reflects the ongoing work to deliver early interventions with target families who have dropped into the low category at different points in the year. It also reflects the increased number of FME children participating in school clubs and representing the school in competitions and events. This conscious effort to improve representation has resulted in more children wanting to attend school.
- The gap between FME and non-FME children in 2022-23 was 4.03 %. The gap between FME and non-FME children in 2023-24 was 2.72%. This represents a positive reduction of the gap in attendance between FME and non-FME children by 1.31%.

Average attendance 23-24 SIMD Quintile 1 children 2021-23



- **PEF target** By April 2024, children living within Quintile 1 will have increased their attendance by at least 1% from the previous total of 90.03%.
- Attendance of Q1 learners continues to improve with an average of 91.36% for 2022-23 representing a 1.33% increase on last year's total.
- **PEF target** By April 2024, boys' attendance will have increased by at least 2% in Primary 4 and 3% in Primary 5.
 - Attendance amongst current Primary 4 boys in April 2024 was 92.6% which is an increase of 3.65%.
 - Attendance amongst current Primary 5 boys in April 2024 was 85.9% which is an increase of 1.3%. This is a less significant increase than the stretch aim. However, there have been notable long-term absences for a small cohort of boys at this stage which has impacted on overall attendance statistics.

Outcome 2: Improved attendance, engagement and social and emotional wellbeing for targeted individuals attending nurture groups.

The nurture provision within St. Mark's Primary has been successfully running since August 2020 and has been an invaluable resource in fostering positive relationships and attachments with pupils across the school. Last year the school was recognised and accredited by National Nurture Network UK and awarded the National Nurturing Schools Award. Building on the success of the visit from the National Nurturing Network, staff have continued to build on their knowledge of the Nurturing Principles and are committed to embedding these within their daily practice. It is widely recognised within the school that, in order to meet the needs of all pupils, we must be focussed on building positive relationships, be trauma informed and understand the individual profiles of each child. The nurture room within the school continues to provide a calm, quiet and safe environment. Boxall Profiles are completed on pupils to identify whether they are suitable candidates for Treasure Island. The 2023/2024 cohort consists of two main groups. Primary 1-3 pupils in the morning "core" group. And Primary 4-7 pupils in the "senior" group. Almost all pupils attending *Treasure Island* have progressed in the strands linked to their Social and Emotional Skills. By supporting these pupils with strategies to self-regulate and manage their emotions effectively, many of them are now successfully transitioning back into class. This valuable time in nurture has allowed many of the pupils to develop positive attachments with staff and with peers. The data obtained from the Boxall Profiles alongside the information procured from the Stirling Wellbeing Scale gives a positive picture overall, with almost all pupils demonstrating a positive sense of wellbeing.

The nurture teacher completed a professional enquiry on *Zones of Regulation* and will cascade this research and learning to the wider staff team.

Next Steps:

Some learners did not make progress on any of the strands identified in the Boxall profiling due to low levels of pupil attendance.

Many of the pupils still require some support with other areas of the profile, including; positive self-image, positive attachments with adults and peers and other behavioural strands that have been identified since meeting some of the original identified needs.

Nurture teacher to provide Zones of Regulation training and create class toolkits.

Continue to familiarise families and community with the Six Principles of Nurture i.e. mention them in reports, on letters and emails, in Newsletters and keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact.

Intervention 2: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap:

Planned Impact and Outcome	Improved attainment in reading and writing for identified pupils participating in targeted literacy interventions. (Year 3)
SMART Targets	<p>By January 2024, all identified learners in Primary 1 will demonstrate progress in phonological awareness and specific reading skills By May 2024, we will increase the number of Quintile 1 learners in Primary 1 achieving Early Level from 69% to at least 74% By January 2024, all identified learners in Primary 4 will demonstrate greater engagement in reading and progress in specific reading skills By May 2024, we will increase the number of Quintile 1 learners in Primary 4 achieving First Level from 57% to at least 67% and increase the number of FME children achieving First Level from 63% to 73% By January 2024, all identified learners in Primary 5 will demonstrate greater engagement in reading and progress in specific reading and writing skills By May 2024, there will be a 10% increase from 57% of Primary 5 children in Quintile 1 on track to achieve expected CfE level in reading and writing, and an increase of FME children on track to achieve from 63% to 75%</p>
	<p>By January 2024, all identified learners in Primary 1 will demonstrate progress in specific numeracy skills By May 2024, we will increase the number of Quintile 1 learners in Primary 1 achieving Early Level from 75% to at least 80%. By January 2024, all identified learners in Primary 4 will demonstrate progress in specific numeracy skills. By May 2024, we will increase the number of Quintile 1 learners in Primary 4 achieving First Level from 43% to 61%, and increase the number of FME children achieving First Level from 54% to 70%.</p>

Evaluation of Intervention

Literacy Support Groups:

- All identified learners in Primary 1 demonstrated progress in phonological awareness and reading skills. In Literacy there is an average improvement of 41% comparing the initial baseline with the end of year baseline assessment
- An increase in the number of Quintile 1 learners in Primary 1 achieving Early Level from 69% to 79% demonstrating a 10% increase.

- All identified learners in Primary 4 demonstrate greater engagement in reading and progress in specific reading skills. 71% of all Quintile 1 learners are on track to achieve First Level.
- The number of FME learners on track to achieve First Level is sitting at 66% on average between the two classes. This falls short of the stretch aim of 73%
- 92% of identified learners from the PEF cohort in Quintile 1 are on track to achieve expected CfE level in reading and writing.
- 83% of FME learners from the identified cohort are on track to achieve expected CfE level in reading and writing.

Some of the interventions are outlined below:

Playing with Sounds

- Offered out to Primary 1 and 2 parents over the course of two academic sessions.
- There was an average improvement of 25% across all pupils involved
- Parental and pupil feedback was positive

Parent Feedback:

"I really enjoyed Playing with Sounds"

"I loved the games to play at home"

Pupil Feedback:

"My family all joined in"

"It was good to have Mummy come in to the school"

Home Learning Club

- HLC ran for 3 academic sessions and was very well attended supporting 131 pupils in total across the 3 sessions
- Each cohort was split in to 3 groups, infants, middle and upper

Parent Feedback:

"It is a great idea to get the children to engage in their work"

"More sessions throughout the year, please"

Pupil Feedback:

"Helps you to get all homework done and it helps to make sure you can get it finished and not worry about it at home"

"Helps you focus"

"Nice – means you don't have to do homework for the rest of the week"

"Relaxing when people are quiet and not talking"

"In one hour everything can be finished which I love"

Teacher Feedback:

"The children in the upper school enjoy helping each other and quietly getting on with their tasks"

"They are great. Perhaps targeted phone calls home to parents of the children who we think would benefit from it"

Numeracy Support Groups:

By May 2024, 79% of our Quintile 1 learners in Primary 1 are on track. This is an increase of 24% from last year and places St. Mark's 1% above the National Quintile 1 average. Q1 pupils who are not on target are all attending the nurture provision in the school and have made progress towards their nurture targets which, in turn, will support them to access the curriculum and increase their attainment over time.

Interventions included small group activities focussing on addition and subtraction, numeracy blueprint activities, number talks to support mental agility. There is a 62% improvement in baseline assessments for identified learners in Primary 1.

Child-led problem solving has supported and improved mental agility and mental maths assessment results have shown an improvement over the course of the year.

71% of our Quintile 1 learners are on track to achieve First Level.

73% of our FME learners are on track to achieve First Level.

Next steps: continue to provide targeted interventions to identified pupils with a clear focus on closing the poverty-related attainment gap

Intervention 3: Partnership Working

Planned Impact and Outcomes	Increase pupil and parent/carer awareness of support available to alleviate pressures around the Cost of the School Day.
SMART Target	By May 2024, there will be a 10% increase in the number of families who are aware of help available to pay for uniform and lunches. By May 2024, there will be a 10% increase in the number of families who would feel comfortable telling the school if they were struggling to pay a cost of the school day. By May 2024, there will be a 10% increase in the number of pupils who would feel comfortable talking to school staff if they were worried about money.
Evaluation of Intervention	<p>Cost of the School Day Pupil group established with Primary 6 and 7 volunteers.</p> <p>There has been a 20% increase in the number of families who are aware of the help available to pay for uniforms and lunches.</p> <p>The percentage of families who would feel comfortable talking to the school if they were struggling with the cost of the school day has gone up from 17.1% to 31% showing a 13.9% increase.</p> <p>The recent Health and Wellbeing pupil questionnaire has highlighted that the majority of pupils can identify an adult that they can talk to in school if they are concerned about something i.e. money, home-life or school.</p> <p>In January 2024 a Cost of the School Day Pupil group was established with Primary 6 and 7 volunteers. Pupils have been working with Child Poverty Action Group Scotland to come up with a school action plan.</p> <p>Weekly drop-in with colleagues from Money Matters and Family First, Money Advice and Rights Team have supported families in applying for funding and have secured funds for home furniture and repairs as well as supporting families to find employment.</p> <p>In February 2024 “Gab, Grab and Go” (GGG) was introduced. This was designed to encourage Parents and Carers to come in and take away pre-loved uniforms. This also gave families an opportunity to come together in an informal setting, supporting positive partnerships between the school and the parents. GGG</p>

	<p>adapted quickly to meet the needs of the community and prior to the First Holy Communion there was an option to borrow formal wear for First Communicants cutting cost completely for low-income families.</p> <p>The survey highlighted that there are still a large number of families that are not aware of the supports that they can access.</p>
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Next Steps: Increase the awareness of supports available including access to our Family First/ Money Matters weekly drop-in sessions.

What is our capacity for continuous improvement?
<p>The school's capacity for improvement is very good. The school is well placed to achieve further improvement with an established staff team, a growing commitment to research-led, enquiry based approaches, increasing instances of distributive staff leadership and a senior leadership team who have gathered significant momentum with a range of strategic initiatives. Staff have very high aspirations and are keen to continue collegiate working to drive forward improvements. Pupils and parents are positive about their school and are keen to work in partnership.</p>

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	Good
2.3 Learning, teaching and assessment	Very Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Good

School Improvement Priorities 2024-25

Leadership and Management

- Embed collaborative action research approach
- Develop our culture of professional learning as a community of faith and learning
- Deliver cluster improvement priorities on values and virtues

Learning Provision

- **Curriculum Design:**
 - Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action.
- **Inclusive Classrooms:**
 - Introduce the Circle framework to further promote effective inclusive practice and improve universal support in our classrooms
 - Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners
- **Health and Wellbeing:**
 - Review approaches to delivery of 'Mental, Emotional and Social Wellbeing' curriculum and integrate with ongoing work on religious education/ faith formation to improve pupil wellbeing, focus and readiness to learn
- **Literacy:**
 - Consolidate progressive approaches to learning, teaching and assessment of writing to further raise attainment in literacy
 - Improve listening and talking outcomes through a renewed focus on higher stakes oracy experiences and clearer assessment processes

Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap

Successes and Achievements

- Continue to invest **Pupil Equity Funding** in school nurture provision and implement the recommendations of the National Nurturing Schools UK report. (Include action on sharing findings of practitioner enquiry on "Zones of regulation" with school community)
- Deepen our commitment to decolonising our curriculum and embedding ant-racist principles
- Embed the St. Mark's 'Values into Action' programme and update the 'Make Your Mark' achievement award to reflect skills for learning, life and work
- Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award
- Develop our awareness and understanding of The Promise (the Scottish Government's commitment to improving educational experiences and outcomes for care experienced children) and gain the We Promise Award