

St. Mark's Primary



Standards and Quality Report 2024-2025

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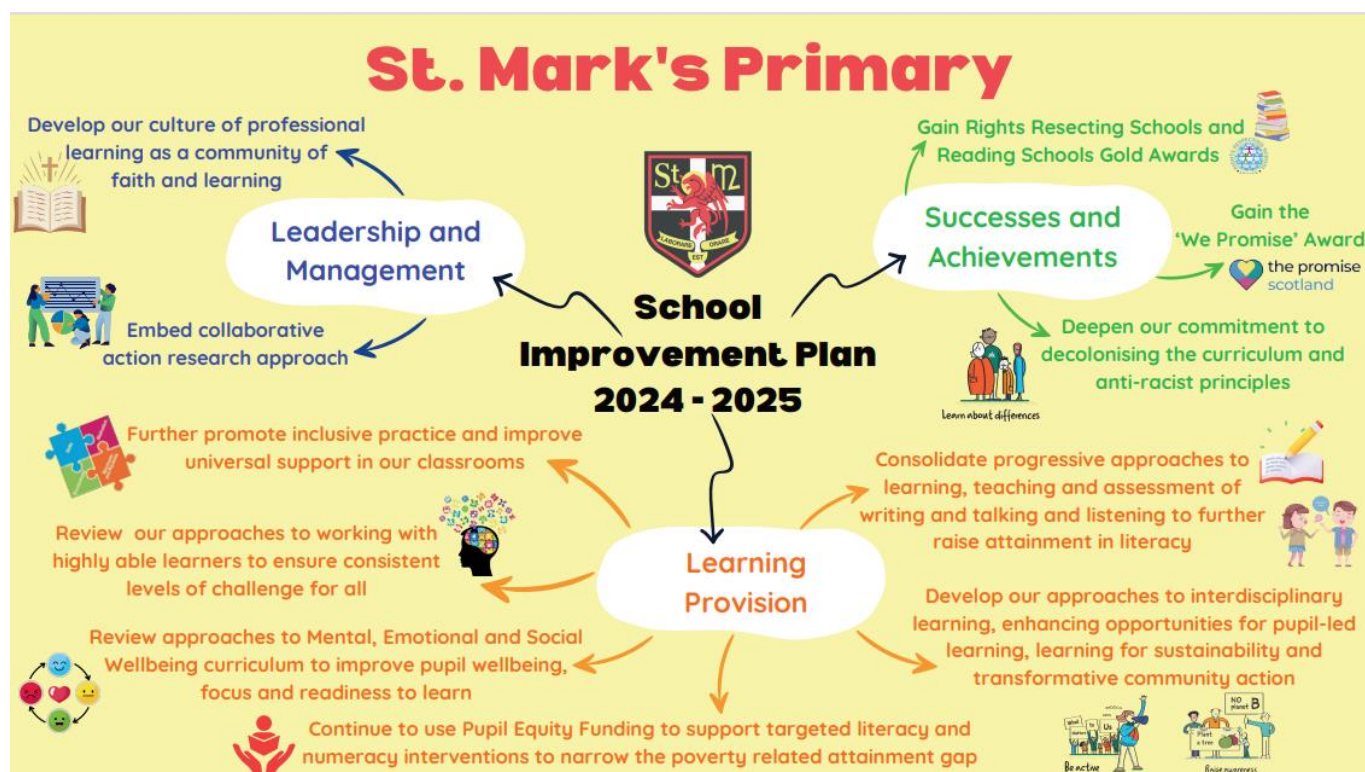
Context of the School

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 384 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, Monsignor John Tormey 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. 25% of our pupils receive free school meals. 38% of children are from Ethnic Minorities and 24% 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 2024/25

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 2024/25, the school set out the following improvement priorities:

Leadership and Management

- Embed collaborative action research approach
- Develop our culture of professional learning as a community of faith and learning

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.
- Deepen our commitment to decolonising our curriculum and embedding anti-racist principles
- Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award
- Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the We Promise Award

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 *HGIOUS?* have been utilised to support this process.

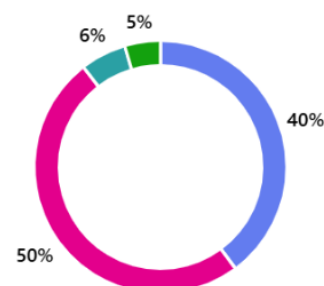
Evidence sources include:

- Monitoring of learning and teaching, achievement and attainment throughout the year through observations (peer, SMT), sampling of work and learner conversations
- Pupil responses to ERC Be Well Survey and learning conversations based on *HGIOUS?* themes
- Professional dialogue with staff focusing on planning, tracking, attainment and achievement
- Analysis of attainment data and tracking of pupil progress through CfE levels, including findings and feedback from local authority 'Excellence and Equity' visits
- Use of benchmarks to moderate quality of teaching and learning with colleagues across our school, cluster and local authority
- Evaluation of Child Wellbeing Plans and information from inter-agency partners
- Staff, self and peer evaluations and departmental discussions
- Evidence and feedback from Collaborative Learning Networks
- Surveys and questionnaires carried out with staff, pupils, parents and partners
- Cluster action plans
- Focus group discussions with learners, teaching and support staff and parents
- Information from our partners: Cluster schools and early years establishments, Active Schools, Educational Psychologist, Development Officers, link Social Workers, Family First, Work East Ren, Adult Learning Services, Campus Police Officer, School Nurse and Local Parish Priest
- UNICEF Rights Respecting Schools Gold award submission
- Eco Schools Scotland Green Flag Evaluation and Report
- Scottish Book Trust 'Reading Schools' Gold award submission and feedback
- Sport Scotland Gold Schools Award accreditation feedback
- Digital Schools Award Equitable Creative Coding Award (ECCo) report

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"> Embed collaborative action research approach Develop our culture of professional learning as a community of faith and learning 																
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>Progress, Impact and Outcomes:</p> <p><u>Embed collaborative action research approach:</u> Building on the success of our first year of Collaborative Action Research projects, all staff identified a new research question to collaborate on with at least one other member of staff. The “Assess, Plan, Do, Review” cycle followed the same timings as the previous year to allow teaching staff time to tailor their research questions to their new role and cohort of learners. Early research ideas were discussed at professional dialogue and assembly focus meetings where teaching staff had the opportunity to discuss links to the school improvement plan and wider research sources were signposted. Findings from last year's enquiry projects were incorporated into this year's improvement activities, further developing our culture of collaboration, with one practitioner sharing her research on “Zones of Regulation”. This work has been taken forward across all stages, complementing our whole school approach to nurture and has been evident across a range of learning experiences this session. Further, we have noticed very positive trends in pupil responses around aspects of mental, emotional and social wellbeing. This is evidenced in our Be Well Survey where all categories scored an average of 4.0 or above with “reaching out” and “self-efficacy” scoring highest. These views are supported by learner feedback in learning conversations where pupils indicate that they feel the school helps them to manage their emotions and to support others to do likewise. Almost all parents also agree that the school supports their child's emotional wellbeing.</p>																	
<p style="text-align: center;">SHANARRI Indicators</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Emotional Awareness and Control</td> <td>4.1</td> </tr> <tr> <td>Empathy</td> <td>4.3</td> </tr> <tr> <td>Flexible Thinking</td> <td>4.1</td> </tr> <tr> <td>Impulse Control</td> <td>4.2</td> </tr> <tr> <td>Reaching Out</td> <td>4.5</td> </tr> <tr> <td>Realistic Optimism</td> <td>4.0</td> </tr> <tr> <td>Self Efficacy</td> <td>4.4</td> </tr> </tbody> </table>		Indicator	Score	Emotional Awareness and Control	4.1	Empathy	4.3	Flexible Thinking	4.1	Impulse Control	4.2	Reaching Out	4.5	Realistic Optimism	4.0	Self Efficacy	4.4
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11. The school supports my child's emotional wellbeing

● Strongly agree	61
● Agree	76
● Disagree	9
● Strongly disagree	0
● Don't know	7



Focus areas for this year's collaborative enquiry projects have included alternative approaches to spelling to address inequity in literacy outcomes, analysing MSV (Meaning, Structure and Visual) errors in running records as a tool to accelerate progress in reading and implementing sensory circuits to increase pupils' readiness to learn. Findings were shared as part of a collegiate staff sharing session and will inform the scope and design of next year's improvement and enquiry work.

Staff self-evaluation activities focusing on QI 1.3 Leadership of Change rated the school as very good. Staff were unanimous in their view that they "have a very clear understanding of the social, economic and cultural context of the local community and of current educational policy. They use this knowledge well to shape the vision for the school." Feedback also indicated that all staff agreed that "Senior leaders create conditions to support creativity, innovation and enquiry". This spirit of enquiry was also recognised by the local authority as they approached the school to participate in a partnership enquiry project with Hillview Primary and the University of Strathclyde.

Next Steps:

- Undertake collaborative action research project with Hillview Primary School and the University of Strathclyde, introducing children as co-enquirers and researchers

Develop our culture of professional learning as a community of faith and learning:

All staff chose a religious and spiritual development target as part of their annual PRD conversation in June 2024. These targets were supported by establishing protected time within this year's collegiate calendar and in service days to actively address these aims and to evaluate the impact of associated actions. Many targets were linked to other areas of school improvement such as developing inclusive practice, rights respecting schools, decolonising the curriculum and learning for sustainability.

Our October In Service day included a gathering with cluster colleagues for a planned Mass and reflection activity with our new school chaplain, Monsignor John Tormey. Our February In Service day included a Jubilee retreat. Father Joe McGill led staff in a guided meditation and prayer in St. John's church, considering how to use the Jubilee Year to enable us to nurture the virtue of hope; to be signs of hope for others and perform small acts of hope. Staff feedback on these experiences was very positive with almost all agreeing that the testimonies shared on these days allowed them to reflect on their own faith journeys and the tangible ways that they can bring hope to our school communities. This has been taken forward in very practical ways, as evidenced by examples below.

School leaders have led on and provided a range of leadership opportunities for staff to contribute to the mission of the Catholic school. These opportunities have included supporting staff to attend local, national and diocesan networks, working groups, leading pupil groups and attending training. Examples include:

- Mini Vinnies: Two teachers led our junior Saint Vincent De Paul society to coordinate a range of events, learning experiences and prayer activities on the Jubilee theme of 'Pilgrims of Hope'. Each month has focused on a different theme, including the Jubilee of Music and the Jubilee of Disabilities. Children have worked in close partnership with

Include Me 2 club and other local youth advocates for disability to celebrate the diversity and dignity of all.

- St. Mark's Equalities group – Two teachers established the St. Mark's Equalities group and led whole school workshops on anti-bullying and discrimination. The group also delivered presentations at assembly on anti-racism and co-ordinated a school wide competition to create posters sharing messages around anti-racism. This work has been complemented by wider curriculum development work on decolonising the curriculum in conjunction with East Renfrewshire's Equality and Diversity Development Officer and the organisation Colourful Heritage. All staff valued the opportunity to deepen their commitment to this important area and one teacher participated in Education Scotland's Building Racial Literacy programme. Feedback from partners on this work affirmed the quality and relevance of staff actions to drive forward improvements in this area:

"The School Improvement Priorities outlined for 2024–2025 at St. Mark's School reflect a thoughtful approach with priorities being aligned with national educational goals. Promoting inclusive practice at St Mark's PS is clearly reflected in all areas of school life which is demonstrated by the pupils through art projects, community engagement projects and LfS action groups, highlighting how pupils feel represented and respected."

- The Language Leaders pupil group organised a celebration of the many languages spoken in the school as part of Scottish Languages Week. This work was very well received by all children as they learned new languages from each other and had opportunities to hear songs, phrases and stories from over thirty different languages spoken across the school.
- Diocese of Paisley Catholic Leadership programme: one teacher has participated in this programme this year and is running "Saint Squad" clubs and activities in the school. These activities are aimed at deepening the children's understanding of the example of the saints and reflecting on how they can inform our own lives and connect to our school values. There are powerful examples of pupil leadership in this area and some of the children have recorded their own [Saint Squad Stories](#) for the rest of the school to enjoy.
- One teacher joined the SCES national working group creating resources and developing professional learning to support practitioners in the delivery of This Is Our Faith.
- Two teachers led our ongoing work as a Laudato Si school and many teachers identified this as a personal priority through our engagement with the pilot professional learning programme Climate 180. The school has been recognised as only the second school in Scotland to receive its 11th Eco Schools green flag. Our 'Stewards of Creation' pupil group led this work and have presented at local cluster network events on the subject of eliminating food waste. One of our Principal Teachers presented at East Renfrewshire's 'Learning for a BettER World' conference, showcasing our whole school approach to learning for sustainability and our response to Pope Francis' call to "care for our common home". This work has been recognised as sector leading and the Head Teacher has shared this work at the East Renfrewshire head teacher's conference and with international audiences via the University of Edinburgh's Online Learning Course on Sustainable Development Education.
- The Principal Teacher (Pupil Equity Fund) has attended East Renfrewshire's 'Everyday Equity' professional learning programme. This programme for middle leaders leading on equity and social justice is based on collaboration, practice sharing, input from experienced leaders and engagement with professional reading. Our Principal Teacher (PEF) has linked this to our ongoing work on the Cost of the School Day and applied the lens of Catholic Social Teaching to identify our next steps in tackling inequity and promoting social justice. Our wider PEF work continues to have a significant impact for families affected by poverty, with children living in Quintile 1 of the Scottish Index of Multiple Deprivation and/ or those entitled to Free School Meals out performing local and national comparators in terms of attendance and attainment.
- The Depute Head Teacher completed her Masters level 'Into Headship' qualification. Her strategic change initiative centred on inclusive practice and how best to align national policy with our local context, taking into consideration our mission as a Catholic school and the need to honour the life, dignity and voice of each person made in the image of God. Recommendations from her research have resulted in a series of operational and strategic improvements with a measurable impact on staff skills and confidence in meeting learners' needs.

- The Head Teacher has delivered presentations to both the national CHAPS conference and Diocesan Head Teachers' retreat on the themes of 'Pilgrims of Hope' and 'Developing a culture of prayer'. Feedback from colleagues and chaplains at both events was positive, with colleagues keen to share resources and adopt similar approaches in their own establishments.

Next steps:

- **Promoting Gospel Values**
- As we enter into the second half of the Jubilee Year, we will revisit how we proclaim the Gospel values through our teaching programmes and learning experiences.
- In acknowledgement of our increasingly diverse school population, we will also devote time to exploring how many of these values are shared among the great religious traditions of the world.
- We aim to use the reflective questions from Developing in Faith to support our planning and evaluation of these targets and to continue working closely with our chaplain to provide opportunities for staff spiritual development.

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

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

School Priorities

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:

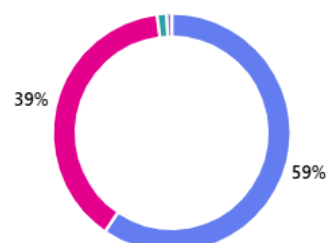
	<p>Review approaches to delivery of 'Mental, Emotional and Social Wellbeing' curriculum and integrate with ongoing work on religious education/ faith formation to improve pupil wellbeing, focus and readiness to learn</p> <p>Literacy: Consolidate progressive approaches to learning, teaching and assessment 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</p> <p>Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap</p>
<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:

The school's learning provision continues to go from strength to strength with quality assurance and gathering of stakeholder views demonstrating a very good standard of teaching across the school. Almost all parents agree or strongly agree that their child is making good progress, that they are satisfied with the quality of teaching and that the school is well led and managed.

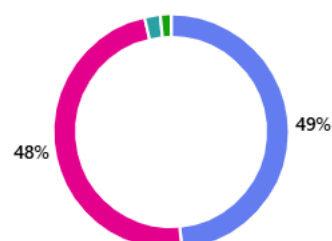
12. My child is making good progress at the school

● Strongly agree	91
● Agree	59
● Disagree	2
● Strongly disagree	1
● Don't know	0



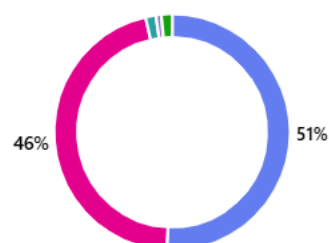
28. I am satisfied with the quality of teaching in the school

● Strongly agree	67
● Agree	66
● Disagree	3
● Strongly disagree	0
● Don't know	2



29. The school is well led and managed

● Strongly agree	70
● Agree	63
● Disagree	2
● Strongly disagree	1
● Don't know	2



Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action:

As part of a wider self-evaluation exercise across the local authority, St. Mark's teaching staff completed the learning for sustainability (LfS) whole school self-evaluation pro forma. Staff views reflected a very positive picture of how well embedded LfS is at all levels of the curriculum. The majority of practitioners agreed with the statement that the "*development of our curriculum is underpinned by a whole school approach to LfS. LfS themes and approaches are embedded in*

the four contexts for learning. All practitioners demonstrate LfS in their practice and all learners receive their entitlement to learning for sustainability. Outdoor learning is a regular, curriculum-led experience for all learners. Learners engage in motivating and relevant interdisciplinary activities relating to LfS themes." In addition to recognising highly effective practice in relation to curriculum design, teachers shared a range of qualitative statements that convey the confidence in the delivery of LfS as a golden thread in our curriculum.

- "I think we have come a long way in terms of using the outdoor environment to support and enhance our learning and teaching. It is evident through engagement and pupil discussions that being outside is one of the things they look forward to and I think it is great that outdoor learning is a part of our weekly timetable. It is evident that all staff in the school are on board with the LfS principles which has helped massively in getting the ball rolling with planning. It is clear that everyone is striving for the same outcome."
- "Forest school has become well established across our school and our pupils can recognise the importance of spending time outdoors and have developed confidence, social skills and physical skills whilst learning about the importance of protecting the natural world through conservation and sustainability. Our pupils have an increasing awareness of global issues and have had lots of different opportunities to express their thoughts and feelings around these through carefully constructed projects. Every class has spent time exploring the Rights of the Child and developed a class charter based around this. Pupils are becoming more confident in talking about their rights and are developing understanding around the differences between wants and needs. Every class has explored our local area when planning for Social Studies and pupils have developed knowledge of issues affecting their home."
- "Signature Learning Experiences linked to LfS, SDG goals and Meta Skills for all children, the Make your Mark passports evidence LfS achievements, Enthusiastic SMT lead and encourage links to LfS, Trained Forest school staff lead and support other staff with outdoor learning experiences for the children, Children are passionate about their rights and LfS."
- "We have been building on achievements and this year in particular there are many opportunities for our school which will establish St. Mark's as leading the way in LfS. We are already highly regarded in our fantastic forest school programme which education staff from across the authority have eagerly visited to see good practice. From various learning assemblies, it is evident LfS is deeply embedded in not only the BGE but across the curriculum."

St Mark's was chosen to be a pathfinder school and to pilot Learning through Landscape's professional learning programme for *Climate School 180*. The aim of this programme is to develop and share a better understanding of how schools can implement quality climate education, alongside providing first-hand experience of creating nature-based solutions to climate change in the school grounds. Protected time to complete modules enabled all staff to engage in professional learning. The modules focussed on the science of climate change and tackled issues such as eco-anxiety and how to support children to take action. It enabled all staff to reflect on the 'why' before considering 'how' to design a curriculum with climate change education at its heart. This whole-school focus enabled staff to discuss and identify particular aspects of climate change they wished to explore through interdisciplinary learning. Some examples of this included: air quality, fast fashion, Scottish wildlife and trees and sustainable enterprise projects. This enabled pupils to learn about real world issues and link learning across the curriculum.

Learning through Landscapes supported a group of staff and pupils to audit our outdoor space, creating the opportunity for learners to use their school grounds to consider the impact of our changing climate. Biodiversity and shelter have been identified as our two areas of focus. Pupil learning assemblies reflected many of the aspects of climate change covered this year where all pupils were given opportunities to lead learning and share with families and peers. Members of our 'Stewards of Creation' group led a whole-school project on reducing food waste and have shared this project with Barrhead schools and family centres at the inaugural pupil Sustainability Festival.

One of the Principal Teachers has been a member of the Learning for Sustainability Leaders group working with cluster primary, secondary schools and family centres. This group worked with pupils to plan and lead a successful Pupil Sustainability Festival for schools and family centres within the Barrhead and St Luke's cluster. All attending school and family centre groups strongly agreed that the event will have an impact on their school. All attending school and family centre groups agreed that the event will have an impact on their practice in relation to Learning for Sustainability.

Our Primary 7 learners were invited to present to an audience of leading academics and students in education and sustainability at the University of Edinburgh. This opportunity arose following the 'ARTiculate' final that took place in St. Mark's in December 2024. The children presented speeches to a judging panel consisting of a visiting professor from the University, an art specialist from the National Galleries and the Director of Education.

This was the outcome of an ambitious interdisciplinary learning project, with both Primary 7 classes studying the work of modern artists who create paintings about topical issues. This year the children studied the "Artivism" of Martin Wittfooth and Jill Pelto, two artists who focus on 'man-made' climate change and its impact on the natural world. The children wrote inspiring personal responses to the artwork and shared their insights on actions to protect our planet. Both artists created videos answering the children's questions and sharing personal insights into their work.

Seven of the children were nominated to share these speeches with academics and students at the University of Edinburgh and also presented to MSPs Tom Arthur, Paul O'Kane and Ross Greer during a visit to the Scottish Parliament. The children presented copies of their speeches and a whole school petition on climate change to Tom Arthur MSP. Feedback from both the University and the Parliament praised the quality of the children's research, writing and presentation skills and provided affirmation of the value of introducing such high stakes oracy experiences into the primary school setting. Colleagues from our cluster secondary commented on the high level of literacy on show and the need for the secondary to consider how advanced many of these learners are as they embark on the next stage of the BGE in S1. The learners and the head teacher were interviewed by the university and their interviews will provide a case study on the next Massive Open Online Course (MOOC) on Education for Sustainable Development, hosted through the University of Edinburgh's online learning platform.

The successes in this area are summarised in the comments of one of our partners reflecting in the partners' annual evaluation form:

"St Mark's Primary School has made remarkable strides in their interdisciplinary learning journey, particularly in fostering a profound commitment to Learning for Sustainability and transformative community action. Their integrated approach seamlessly weaves together diverse subjects, allowing pupils to explore complex global issues through a holistic lens. Learners and practitioners have engaged in pioneering projects that see them implementing school-wide change, along with collaborative ventures with local partners. The children are not merely learning about sustainability – they are actively embodying its principles. The school's dedication to nurturing these future changemakers is clearly evident. This dynamic approach to the curriculum has empowered learners to become critical thinkers, problem-solvers, and compassionate global citizens, demonstrating an inspiring capacity for agency and making tangible, positive impacts within their community and beyond."

Next Steps:

- Develop the ARTiculate programme to build on the success of this year's approach
- Further develop opportunities for transformative community action through the Urban Forestry School Woodlands Project.
- Work with partners including Learning through Landscapes and Propagate to further increase biodiversity in the school grounds
- Continue to contribute to cluster, local authority and national pupil and practitioner networks

Introduce the CIRCLE Framework to further promote effective inclusive practice and improve universal support in our classrooms:

All teaching staff have engaged with professional learning to develop their knowledge of the CIRCLE Framework as a tool to improve inclusive practice and systems. In a survey of attitudes, following the introductory training sessions, all teachers reported increased confidence in identifying learners' needs and selecting appropriate support strategies.

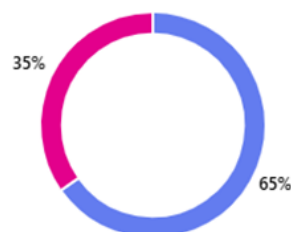
8. The CIRCLE Framework sessions increased my confidence in relation to identifying learners' needs and strategies to support them.

Strongly agree	13
Agree	10
Neutral	0
Disagree	0
Strongly disagree	0



7. The CIRCLE Framework is a useful tool for wellbeing planning and will help to support learners.

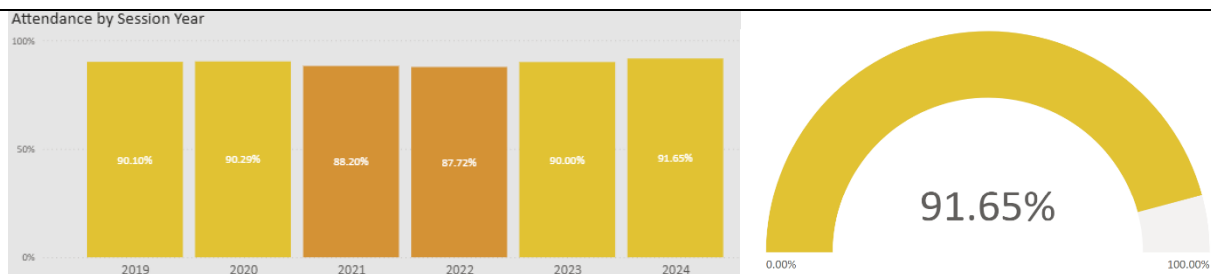
Strongly agree	15
Agree	8
Neutral	0
Disagree	0
Strongly disagree	0



The CIRCLE Framework has also provided a shared language and structure, supporting more consistent and inclusive planning across the school. Staff feedback indicates that it has become a valued tool in identifying and removing barriers to learning, particularly in the context of classroom-based supports. The CIRCLE Inclusive Classroom Scale (CICS) was used by all class teachers at the start of the school session to ensure that their learning environment supported learner participation and was revisited when needs arose. Evidence from Peer Learning Visits and professional dialogue indicate that almost all practitioners are aware of the impact the environment has on pupils' learning and can make adaptations to address barriers.

Furthermore, the Depute Head Teacher's participation in the local authority's CIRCLE Network provided a broader platform for professional dialogue and sharing of good practice. Resources created by this group have been incorporated into existing systems and have been used effectively by teachers to support learners.

"Promoting inclusive practice is a regular feature of our collaborative work together. As a partnership we are regularly reflecting on the supports and interventions in place to ensure they are meeting the needs of all learners. It is evident that the priorities above are at the forefront of the schools thinking and practice - as shown through our joint work. I am confident through observations and discussion with a range of staff that the ethos and culture of the school reflects one of inclusive practice and that supporting mental, emotional and social wellbeing is always a priority. Recent training delivered to the team appeared to be well received and initial evaluations suggest that it has already impacted practice, showing the openness of staff to reflect on their practice and consider ways to build and improve on it." Link Educational Psychologist, Annual Partners' Evaluation



One other metric that indicates improvements in inclusive practice is the average attendance of children with additional support needs. This year's average of 91.65% is the highest level in over six years. It is 1.65% higher than the previous national average for all learners (90%) and 4.25% higher than the 23-24 national average for learners with ASN (87.4%).

Next Steps:

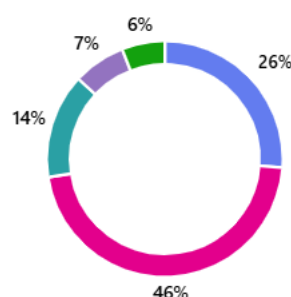
- Further embed CIRCLE Framework tools in planning learning, teaching and assessment to ensure continued improvements to inclusive practice
- Use CIRCLE resources to develop resources to improve learners' ability to articulate their needs and contribute to wellbeing planning
- Use CIRCLE Framework to support effective collaboration with parents/carers

Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners:

Curriculum development time was allocated to engage with professional reading and resources from the Scottish Network for Able Pupils (SNAP). Staff participated in a workshop exploring definitions of highly able learners and completed an audit of existing practice to challenge these learners across the curriculum. Planning dialogue included a focus on highly able learners and quality assurance identified a range of examples of teachers introducing alternative approaches to promote a culture of challenge and to accelerate the progress of identified learners. One of the action research projects carried out by teaching staff focused on accelerating reading progress in a highly able learner. Despite this renewed focus and the associated positive impact in relation to the attainment of our most able learners, parental perceptions of the difficulty of pupil work remain mixed, with over 20% of families surveyed disagreeing that the learning is hard enough.

8. My child finds their learning activities in school hard enough

Strongly agree	40
Agree	71
Disagree	22
Strongly disagree	11
Don't know	9



Next Steps:

- Continue to work with families and children to better understand the perception around lack of challenge
- Promote opportunities for highly able learners to take a lead role in the co-enquiry staff research project

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:

Teachers were invited to share how they deliver mental, emotional, and social wellbeing outcomes, along with the resources they utilise. The discussions highlighted a lack of consistency across the school and a desire for additional resources.

In response to staff feedback, Nurture UK Affirmation Cards were purchased for each stage to support pupils with low self-esteem and foster a positive mindset. Additionally, books exploring health and wellbeing themes were added to the school library to enhance learning opportunities in this area. Our Nurture Teacher presented findings from her practitioner inquiry on 'Zones of Regulation,' leading to a school-wide focus on this framework. All classes are now familiar with the language of the zones and can identify strategies to manage the emotions associated with each.

Further professional development was undertaken, with 14 teachers participating in online Kitbag training aimed at fostering relationships, de-escalating issues, and supporting emotional literacy. As a result, 30 pupils from P4-7 are now engaged in weekly small-group Kitbag sessions, while classes have begun integrating Kitbags and online materials to create a calm learning environment and effectively manage challenges

The Be Well Survey revealed that 38.8% of pupils were uncertain or disagreed that they received at least nine hours of sleep per night. Additionally, the Primary 2/3 survey indicated that 67% of pupils reported feeling tired frequently. To address this concern, a sleep coach from Family First led a parental workshop focused on strategies for establishing positive sleep routines, with eight parents attending.

The Principal Teacher (PEF) introduced staff to 'Happy Healthy You,' a structured programme with a clear progression framework for Primary 2-7. Peer Learning Visits were conducted, allowing staff to showcase and observe the use of newly introduced resources. Observers commented on the effective use of these to provide 'challenge' and develop their 'critical thinking skills'.

Family First worked in partnership with a number of families to address issues raised in the Be Well Survey and through other feedback channels. Our Family First link worker shared the following views in our annual partner evaluation form:

"Family First's partnership with St Marks Primary has continued to go from strength to strength this year with a particular focus on our shared commitment to improving emotional and social wellbeing of children and families. We have worked closely in partnership to create a range of opportunities for families to access one to one and peer group support opportunities focusing on Supporting Children's Emotional Wellbeing. St Marks are skilled in identifying families in need of support at the most appropriate time. Our partnership has enabled Family First to deliver several workshops for parents and an Incredible Years Programme which have all been very well attended. A Triple P Programme has been organised for the new term."

Next Steps:

- Maintain a strong focus on promoting healthy sleep habits among parents and children to enhance concentration, focus, and overall readiness for learning.
- Continue the implementation of the Happy Healthy You resource, systematically collecting teacher feedback to assess its effectiveness and identify areas for improvement.
- Allocate sufficient time for the integration of Kitbag sessions and conduct a comparative analysis of pre- and post-questionnaire results to measure its impact effectively
- Run 'Family First Fridays' building on the success of this year's bespoke programme and drop-in sessions for families

Consolidate progressive approaches to learning, teaching and assessment of writing to further raise attainment in literacy:

Further CLPL to improve learning, teaching and assessment of writing was delivered by our Reading Recovery teachers throughout the session. This enhanced teachers' knowledge of text types and ensured consistent pedagogical approaches were used across the school. Collaboration with cluster colleagues to create assessment tools and moderate pupils' work ensured consistency and provided validation of teacher judgements.

Next Steps:

- Plan cluster moderation of writing during October In Service
- Update assessment tools to reflect spelling and grammar teaching
- Continue to provide opportunities for professional learning and reflection on practice

Improve listening and talking outcomes through a renewed focus on higher stakes oracy experiences and clearer assessment processes:

There have been a wide range of opportunities for children in all classes to develop their oracy skills this session. P6 learners were supported by S3 pupils from St. Luke's to prepare and debate a motion in the British Parliamentary Style. P7 once again took part in, and won, the Lord Provost's Debate at the Council Offices. Our various Pupil Committees have presented at whole school assemblies and our Mini Vinnies led several family prayer services across the year. High-stakes oracy experiences such as the P1 and P2 Nativities, the P6 Easter Cantata, and the P7 Lion King Show offered pupils the chance to perform confidently for large audiences of parents and carers, showcasing their developing presentation skills. The Cluster Literacy Working Party developed a primary school Poetry Spine and agreed on a shared approach to Listening and Talking Assessment. These materials have been shared with all staff and will be incorporated into planning and quality assurance processes next session.

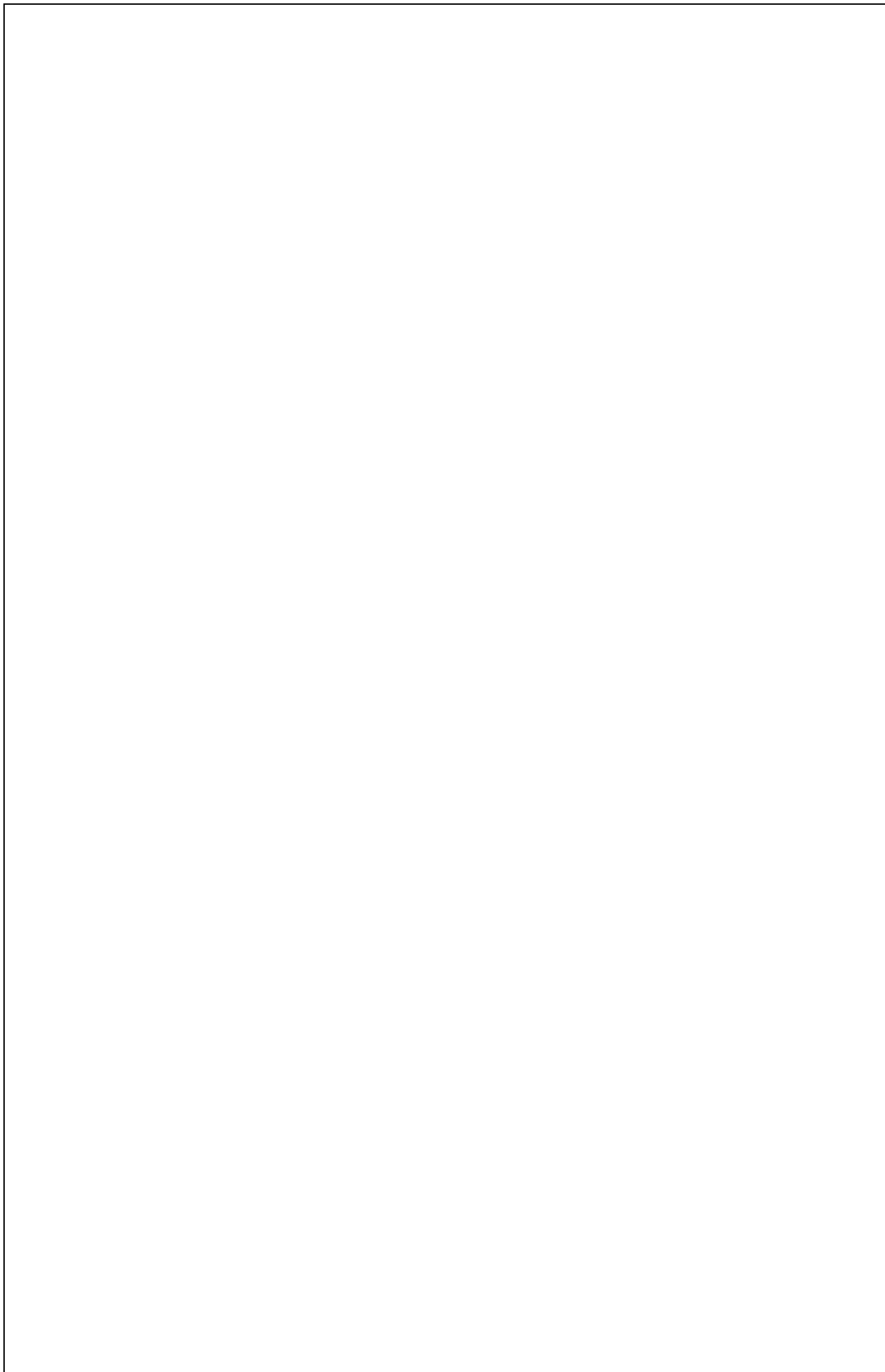
- Continue to provide opportunities for high stakes oracy experiences
- Collaborate with St. Luke's staff and pupils to develop debating skills and participate in P6 cluster debate
- Incorporate cluster Poetry Spine in literacy planning
- Embed listening and talking assessments in yearly assessment schedule

Reading Recovery Programme:

At St. Mark's we strongly believe that early intervention has the greatest impact and with the Reading Recovery Programme, we are able to target children who otherwise may have faced challenges within areas of literacy throughout their education journey. Providing support in Primary 2 is believed to be the best stage for intervention as pupils develop their skills in reading, writing and oral language. On completion of Reading Recovery, children who initially found reading difficult are reading and writing confidently and enjoying all the benefits that literacy brings. Our previous data has shown that the gains made in Reading Recovery are sustained in pupil's later education. This year, 12 learners have benefited from this intervention and, once again, we have seen significant progress.

In the 20 week programme, pupils have had an average book level increase of 12 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. We have found them to be more motivated and confident to read and write.

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 even above age expected levels.



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"> Deepen our commitment to decolonising our curriculum and embedding anti-racist principles Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the 'We Promise' Award
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

Progress, Impact and Outcomes

2024-25 Maths ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	202324	Current
P1	96.6	71.7	74.4	90.7	92.0
P4	78.2	83.0	81.0	83.0	80.4
P7	69.8	66.7	75.0	85.2	92.3
P1, P4 & P7 Combined	82.0	73.2	77.1	86.1	88.3
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 24-25 average	88%
St. Mark's average 23-24	86%
National average 23-24	80%
St. Mark's target 22-26	81%
St. Mark's 24-25 Q1 average	83%
St. Mark's 23-24 average Q1	78%
National average Q1 23-24	72%
ERC average Q1 23-24	81%

St. Mark's FME average 24-25	78%
ERC average FME 23-24	76%
St. Mark's average FME 23-24	74%

88% of all pupils on track to achieve a level represents

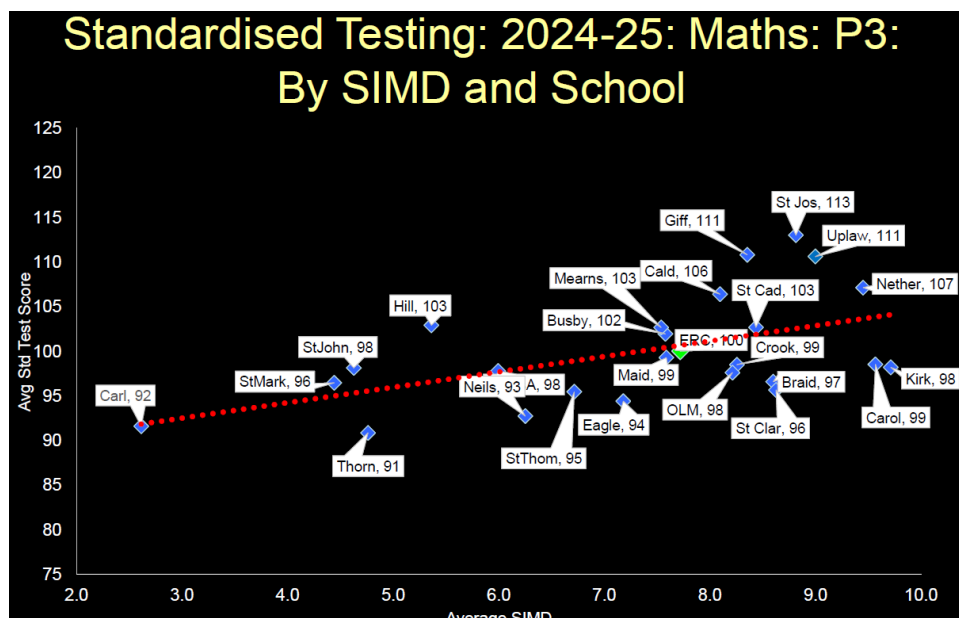
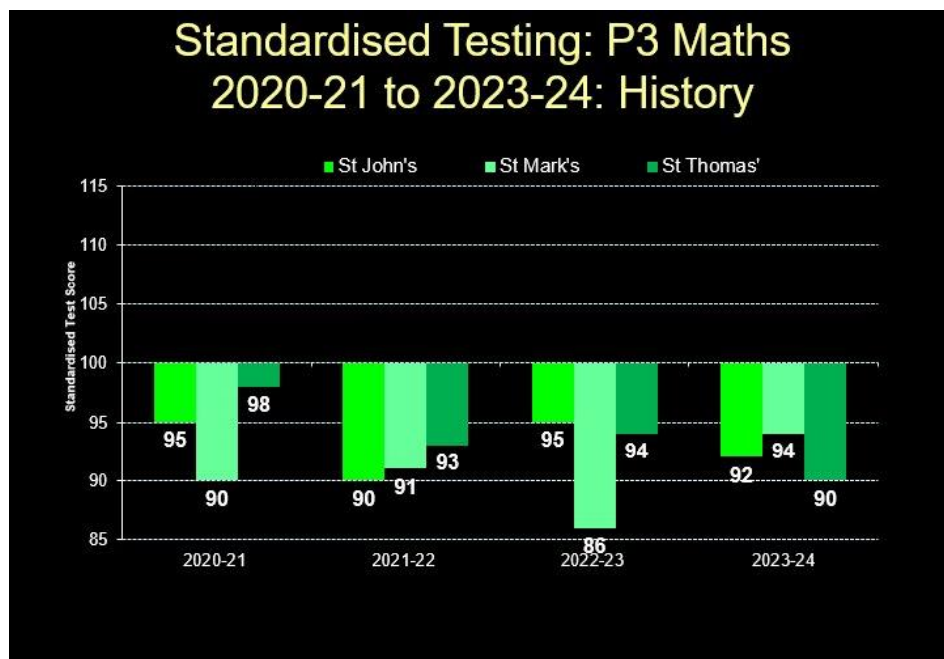
- The highest average in the school in the last eight years
- 2% increase on last year's school average
- 7% beyond the school's 4 year target and 8% higher than the national average

83% of Q1 learners on track to achieve a level represents

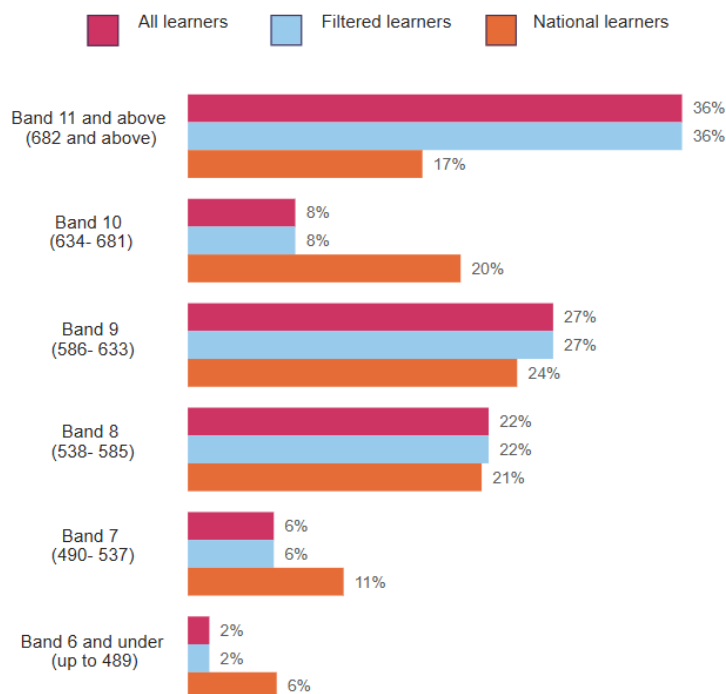
- 2% higher than the ERC average for Q1 learners in 23-24
- 5% higher than St. Mark's Q1 average for 23-24
- 11% higher than the national average for Q1 learners in 23-24 and 3% higher than the general national average for 23-24

78% of FME learners on track to achieve a level represents

- 2% higher than ERC FME average for 23-24
- 4% higher than St. Mark's average for 23-24



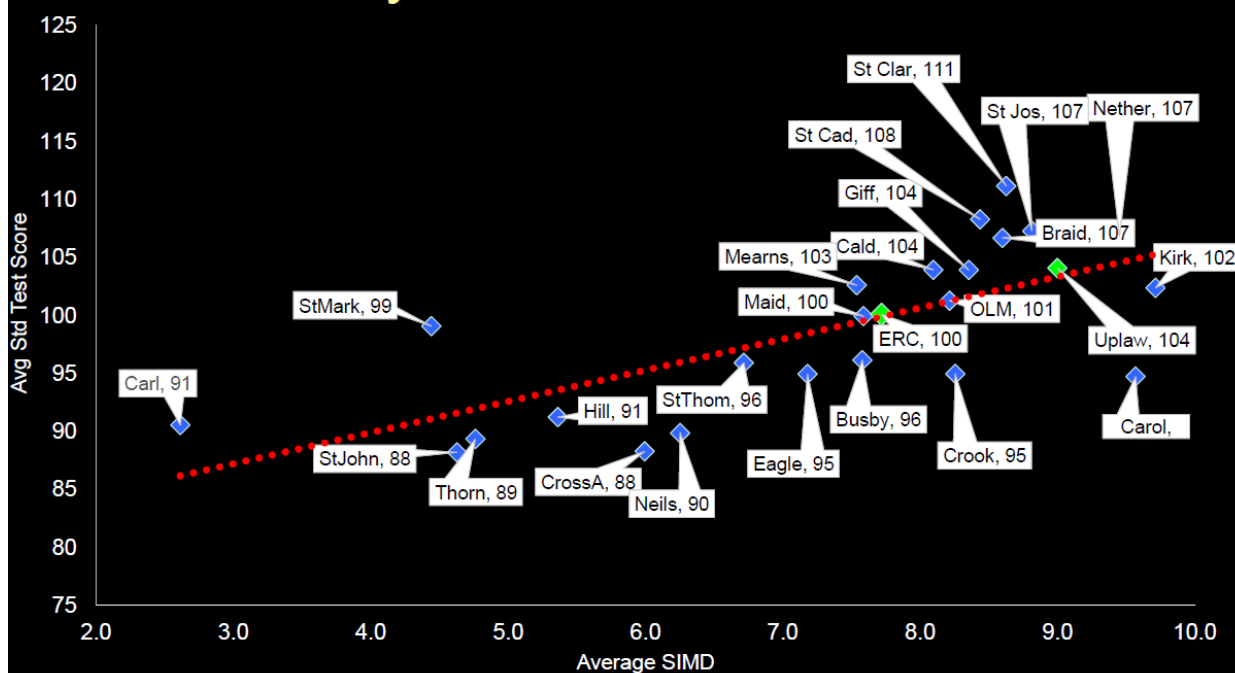
2024-25 Average: 96 representing the highest average score for Primary 3 learners in the last 5 years' data



Primary 7 SNSA Maths 24-25: 36% of learners achieved Band 11 or above compared to a national average of 17%.

The average score in P7 Standardised Maths tests was 99, the highest average score in over 8 years' data for St. Mark's

Standardised Testing: 2024-25: Maths: P7: By SIMD and School



2024-25 Reading ACEL Data

ACEL Historical Comparison (%)	2018-19	2020-21	2021-22	2023-24	Current
P1	89.8	63.0	67.4	88.4	90.0
P4	78.2	91.5	87.9	83.0	87.5
P7	75.5	78.3	82.1	90.7	95.4
P1, P4 & P7 Combined	81.4	77.8	80.3	87.5	91.2
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 24-25 average	91%
St. Mark's 23-24 average	87%
National average 23-24	80%
St. Mark's target 22-26	81%
St. Mark's 24-25 Q1 average	89%
St. Mark's 23-24 Q1 average	76%
National average Q1 23-24	72%
ERC average Q1 23-24	81%
St. Mark's FME average 24-25	85%
ERC average FME 23-24	78%
St. Mark's average FME 23-24	76%

91% of all pupils on track to achieve a level represents

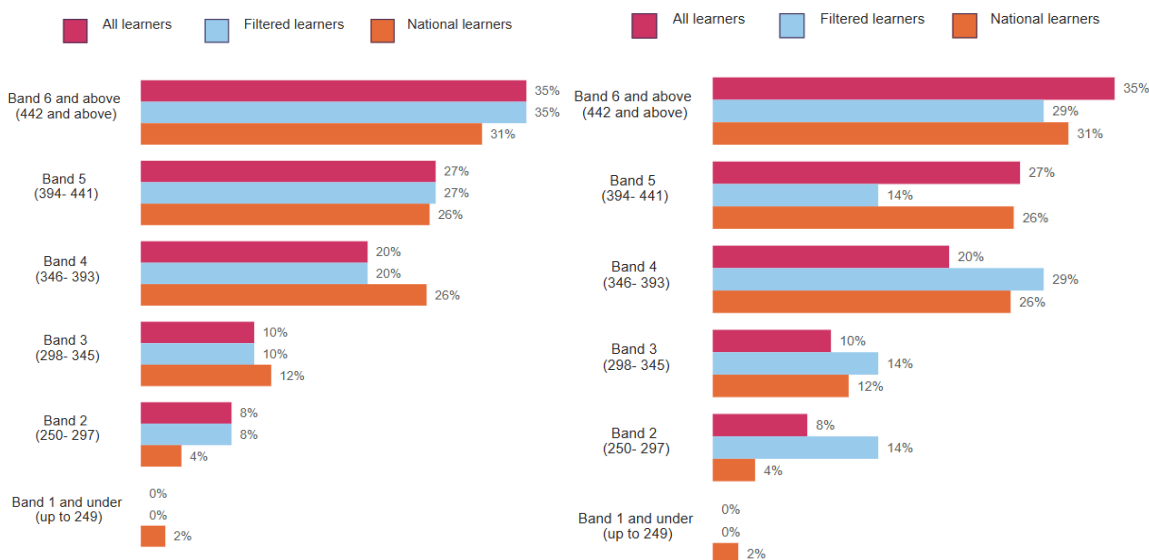
- The highest average in the school in the last eight years
- 4% increase on last year's average
- 10% beyond the school's 4 year target and 11% higher than the national average

89% of Q1 learners on track to achieve a level represents

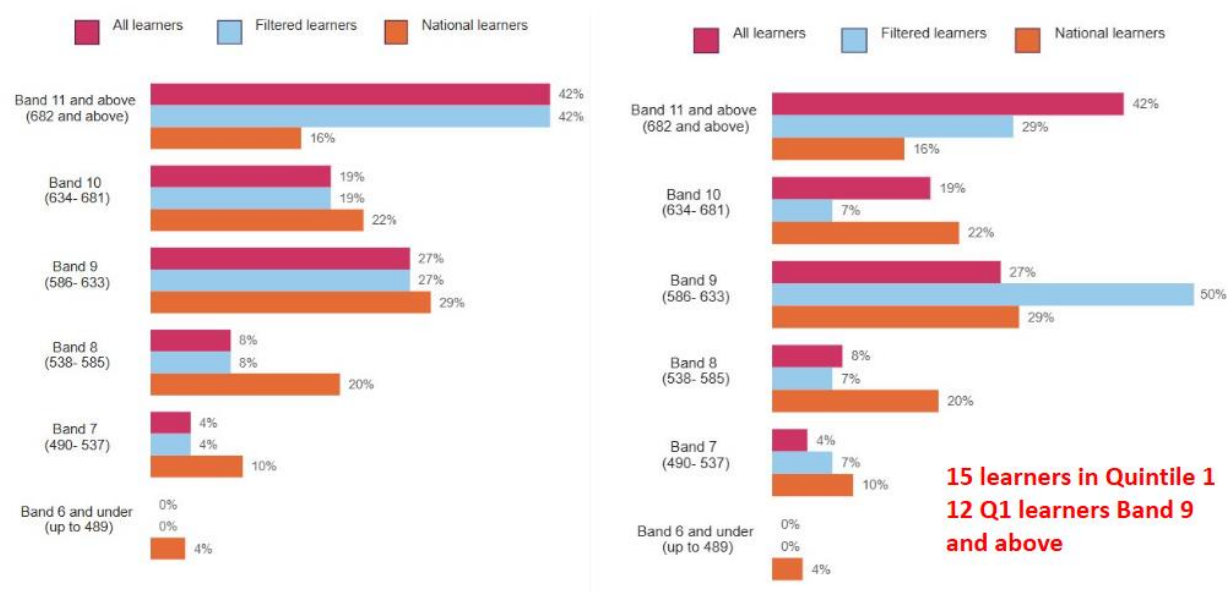
- 17% higher than the national average for Q1 learners and 9% higher than the general national average for all learners
- 13% higher than St. Mark's Q1 average for 23-24

85% of FME learners on track to achieve a level represents

- 7% higher than ERC FME average for 23-24
- 9% higher than St. Mark's FME average for 23-24



Primary 1 learners are outperforming the national cohort with 35% of learners achieving Band 6 or above in recent NSA Reading assessments. This is 4% higher than the national cohort at this level. In relation to equity, 72% of Quintile 1 learners achieved Band 4 or above.



Primary 7 learners are outperforming the national cohort with 42% of learners achieving Band 11 or above in recent NSA Reading assessments. This is 26% higher than the national cohort at this level. In relation to equity, 12 of the 15 Quintile 1 learners achieved Band 9 or above.

2024-25 Writing ACEL Data

Writing	Percentage of children on track to achieve a level P1,4 and 7 Combined (Writing)
St. Mark's 24-25 average	86%
St. Mark's 23-24 average	84%
National average 23-24	76%
St. Mark's target 22-26	81%
St. Mark's 24-25 Q1 average	84%
St. Mark's 23-24 average Q1	72%
National average Q1 23-24	67%
ERC average Q1 23-24	75%
St. Mark's FME average 24-25	78%
ERC average FME 23-24	73%
St. Mark's average FME 23-24	76%

86% of all pupils on track to achieve a level represents

- The highest average in the school in the last eight years
- 2% increase on last year's average
- 5% beyond the school's 4 year target
- 10% above the previous national average of 76%

84% of Q1 learners on track to achieve a level represents

- 17% higher than the 23-24 national average for Q1 learners and 8% higher than the 23-24 general national average for all learners
- 12% higher than St. Mark's Q1 average for 23-24
- 9% higher than the ERC Q1 average for 23-24

78% of FME learners on track to achieve a level represents

- 5% higher than ERC FME average for 23-24
- 2% higher than St. Mark's average for 23-24

2024-25 Talking and Listening ACEL Data

ACEL Historical Comparison (%)		2018-19	2020-21	2021-22	2023-24	Current
P1		98.3	73.9	81.4	100.0	90.0
P4		89.1	95.7	93.1	93.6	94.6
P7		79.2	93.3	87.5	94.4	95.4
P1, P4 & P7 Combined		89.2	88.2	87.9	95.8	93.6
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 24-25 average	93%
St. Mark's 23-24 average	95%
National average 23-24	87%
St. Mark's target 22-26	88.5%
St. Mark's 24-25 Q1 average	94%
St. Mark's 23-24 Q1 average	91%
National average Q1 23-24	81%
ERC average Q1 22-23	87%
St. Mark's FME average 24-25	88%
ERC average FME 22-23	85%
St. Mark's average FME 23-24	94%

93% of all pupils on track to achieve a level represents

- The second highest average in the school for the last seven years
- 2% decrease on last year's average
- 4.5% beyond the school's 4 year target and 6% higher than the national average

94% of Q1 learners on track to achieve a level represents

- 13% higher than the national average for Q1 learners
- 3% higher than St. Mark's Q1 average for 23-24 and 1% higher than St. Mark's general average for 24-25

88% of FME learners on track to achieve a level represents

- 3% higher than ERC FME average for 23-24
- 6% less than St. Mark's FME average for 23-24

Deepen our commitment to decolonising our curriculum and embedding anti-racist principles:

- All staff undertook professional learning based on the ERC Racial Literacy Padlet and carried out an audit and planning session on how to incorporate anti-racist principles

into all areas of the curriculum. This included workshops on the British Indian Army's contribution to World War 2, delivered by Saqib Razzak from Colourful Heritage. This work was very well received by our Primary 7 learners and complimented the work they were undertaking for Black History Month, where all pupils created their own Google Site profiling the work of Black Asian and Minority Ethnic role models.

- Nuzhat Uthmani from the University of Stirling also delivered CLPL for all teaching staff on cultural competence and strategic approaches to decolonising our curriculum. This input was very well received by staff and all teachers were open to the idea of including key questions as part of professional dialogue to ensure all perspectives are considered: *Why have we chosen this? Whose perspective is it from? Whose perspective is missing? Why is it missing? Who does it impact on? How does it link with modern Scotland today?*
- St. Mark's Equalities group – Two teachers established the St. Mark's Equalities group and led whole school workshops on anti-bullying and discrimination. The group also delivered presentations at assembly on anti-racism and co-ordinated a school wide competition to create posters sharing messages around anti-racism. This work has been complemented by wider curriculum development work on decolonising the curriculum in conjunction with East Renfrewshire's Equality and Diversity Development Officer, the University of Stirling and the organisation Colourful Heritage. All staff valued the opportunity to deepen their commitment to this important area and one teacher participated in Education Scotland's Building Racial Literacy programme. Feedback from partners on this work affirmed the quality and relevance of staff actions to drive forward improvements in this area:
"The School Improvement Priorities outlined for 2024–2025 at St. Mark's School reflect a thoughtful approach with priorities being aligned with national educational goals. Promoting inclusive practice at St Mark's PS is clearly reflected in all areas of school life which is demonstrated by the pupils through art projects, community engagement projects and LfS action groups, highlighting how pupils feel represented and respected."

Next Steps:

- Introduce key questions to professional dialogue discussions
- Extend work of Equalities Group to include a parent Equalities Group

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

Reading Schools Award: The school achieved 'Reading Schools Gold' accreditation as a testament to our success in building a rich and inspiring reading culture which was described as "phenomenal" by the accreditation team. The feedback from our evidence identified the school as "a hub for reading-rich pedagogy" and placed St Mark's "firmly as the place to go for reading inspiration, bringing amazing opportunities for learners".

In our journey to Gold, we implemented creative, learner-led reading initiatives across the community, including our 'Take A Look, Grab A Book' partnership with Asda, our chalked reading quotes scattered across the pavements of Barrhead and our community book displays (with QR code book reviews) which were exhibited across a range of businesses. The response was positive with feedback that our displays had "encouraged customers to start conversations about their favourite books."

Our journey to Gold enabled us to positively strengthen our relationships with our close community partners, including our local library and our cluster schools. Together, we collaborated on a range of book led events, for example - our P7 community book club, an anti-air pollution poster project with the library and graphic novelists Metaphrog, and an author event at our library along with St Luke's High School. Additionally, our local Library Development Officer joined our learner-led Reading Committee, allowing us to truly foster our community links in reading.

Families were welcomed and included in our journey to Gold through our Read, Write, Count Gifting sessions, online family book quiz, Open Library afternoons and our Reading Workshops. We gathered feedback from families following our workshops with the overwhelming majority

indicating they felt inspired and better equipped to support and encourage their child with reading at home. The accreditation team indicated the way in which we had welcomed families in our journey as “incredible”.

Our staff continued their collective commitment to ensuring their own knowledge around reading was a priority by creating a dedicated school staff on-line space for discussion about children’s contemporary literature. Staff advised this had a direct positive impact on their classroom practice and their professional development. This year, our staff have taken a leading role in promoting reading pedagogy across the wider authority by presenting at a Library Service Development authority event. This has also contributed in strengthening our reading links with libraries authority wide.

Finally, our learner led Reading Committee have continued to lead on a range of reading for pleasure celebrations throughout the year including our Picture Book World Cup, book quizzes, teacher interviews, family quizzes, SMT book challenges, treasure hunts and much more. Their creativity and passion in writing and performing a fantastic poem led to the successful award of Scottish Book Trust’s competitive ‘Reading Fund Award’, allowing us to purchase a range of diverse and contemporary books for our school library. We are looking forward to finishing our session this year with two upcoming reading celebrations - our Reading Committee led Gold Award celebration assembly and our visit from Carnegie nominated author and poet, Simon Lamb (which we secured through successful Live Literature funding from Scottish Book Trust).

Rights Respecting Schools (RRS) Award: Three teachers and the RRS committee led our ongoing work towards becoming a Gold Rights Respecting School. One key focus of our work this year has been to deepen our understanding of the concept of dignity and the inherent links to the Catholic charter and the formation of the whole person. All classes have completed units of work on dignity and made links to related themes within their topics and class novels. For example, the Primary 5 class explored how the treatment of refugees in their class novel demonstrated an abuse of human rights and a violation of the dignity of the main character in the novel. Children have shared their learning with parents in this area through learning assemblies, blog posts, displays and our recent ‘Come Learn With Me’ event which focused on children’s rights. Parental feedback on this event was overwhelmingly positive, with all parents agreeing that it was a useful way to share in their child’s learning. One parent captured the positivity of the sessions when she wrote *“I thought it was brilliant. There was so much effort put in by staff for the activities and my son was so proud to show me his classroom and his learning. Seeing his pride and confidence was really special for me to see in his learning setting. I could see the kids enjoy learning and were all so keen to share what they’ve been doing and it helped that all activities were so engaging and fun. It was a very special afternoon for us both and I’m so grateful I could come along.”* UNICEF’s gold accreditation visit will take place on 8th September 2025.

Progress to next level of Digital Schools Award:

We continue to be a well-established Digital School, equipping children with the ability to understand, interact with, and benefit from digital tools. Through the use of Digital technology, our pupils are developing their ability to think critically, analyse information, and solve problems, which are crucial skills for academic and real world situations.

This year we became the first school in East Renfrewshire to receive the Digital Schools Equitable Creative Coding Award. The intention of the award is to roadmap how the thinking skills and processes used in coding can be found in everyday teaching and learning contexts across the curriculum. This award recognises that all stages are taught computational thinking skills in a variety of ways.

Our pupils were highlighted for their skills in; decomposition, identifying patterns, understanding algorithms, testing their solutions, identifying errors (debugging), and refining their approaches. Children in St. Mark’s not only benefit from class lessons but can extend their knowledge through after school coding clubs, Digital Leader led sessions, school coding events and coding competitions.

We have worked with outside external organisations and benefit greatly from being able to access the East Renfrewshire Digi Hub, allowing pupils to experience and enjoy a wide range of coding resources.

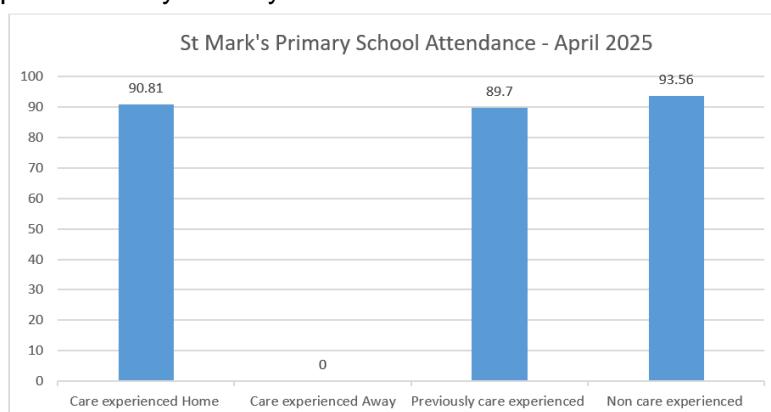
Next Steps:

- Following this latest Digital Schools Award accreditation, St. Mark's has been recommended as a mentor school to share good practice with schools across Scotland.
- Continue to support the work of the Reading Committee, Digital Leaders and RRS Committee

Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the 'We Promise' Award:

All staff attended The Promise training to improve awareness of trauma-informed practice across the school and ensure a consistent approach to supporting care experienced learners. As a result, we gained The Promise Award in recognition of our commitment to professional learning and sharing the message of The Promise.

The school has liaised with the Principal Teacher for Inclusive Practice and Whole Family Support to share practice on how we improve outcomes and promote opportunities for our care experienced children. There are many examples of our care experienced children taking on leadership roles which are impacting positively on their attainment, achievement and wellbeing. This is reflected in positive attendance patterns with our care experienced children demonstrating improvements year on year.



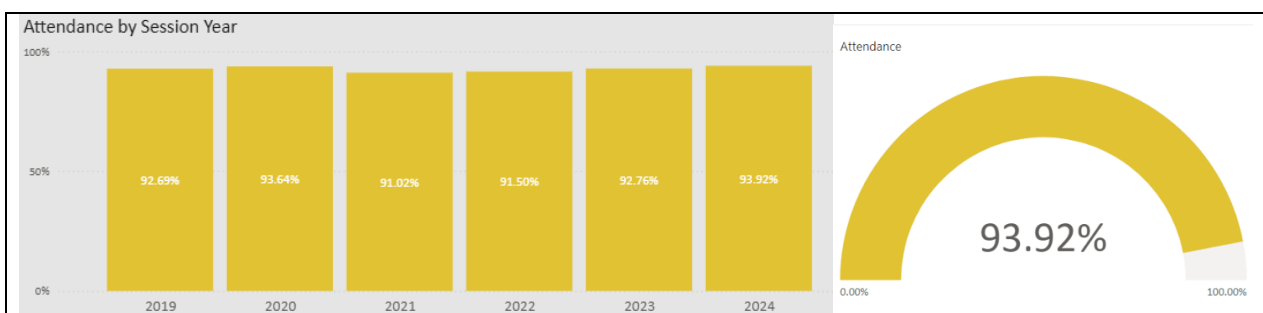
We updated our Attainment and Equity Profiles to include a focus on our care experienced children. This ensures that all planning and tracking conversations across the year prioritise their needs through pro-active discussion of interventions and other opportunities.

Next Steps:

- Continue to engage with professional learning and dialogue to improve learning experiences and outcomes for care experienced children.

There have been no exclusions and two 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.

	2022-23	2023-24	2024-25	Target 2022-26
Attendance %	91.5%	92.85%	93.92%	93%

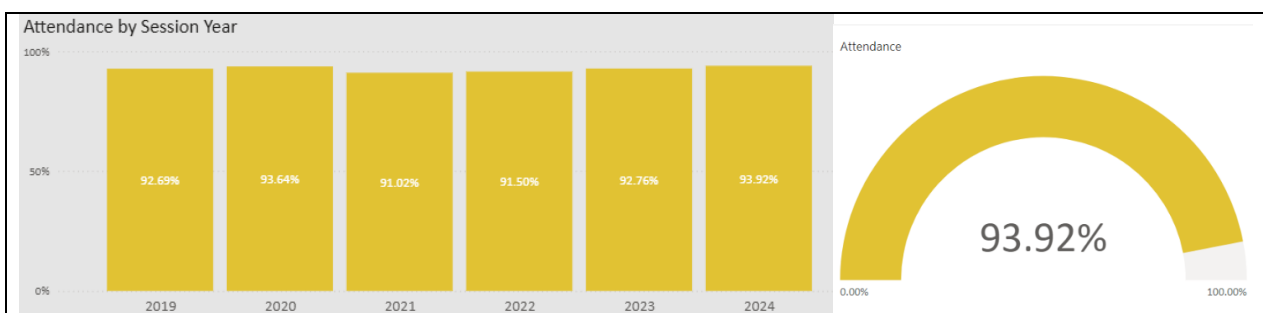


Attendance continues to improve year on year. The average attendance figure of 93.92% is the highest average in the last six years and is 0.92% higher than the school's four-year target of 93%. It is also 3.6% higher than the national average for all learners in Scotland (2023-24) of 90.3%.

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

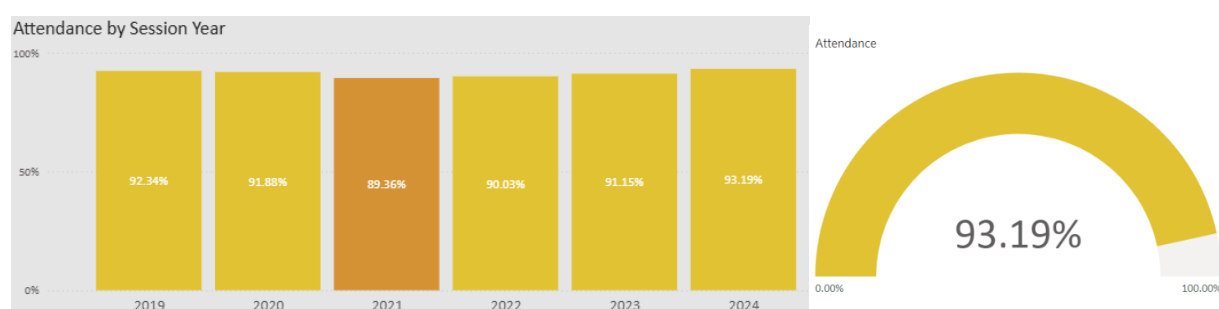
The mission of the refreshed Scottish Attainment Challenge is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Working in partnership with our Attainment Advisor, Quality Improvement Officer and Head Teacher 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 continue three key 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, measured against SMART targets from the PEF plan 23-24.

Intervention 1: Improved attendance, for targeted individuals and families, leading to an improvement in the school average from 92.7% to 93.5%. **Target achieved**



Attendance continues to improve year on year. The average attendance figure of 93.92% is the highest average in the last six years, 0.42% beyond the stretch aim in our PEF plan and is 0.92% higher than the school's four-year target of 93%. It is also 3.6% higher than the national average for all learners in Scotland (2023-24) of 90.3%.

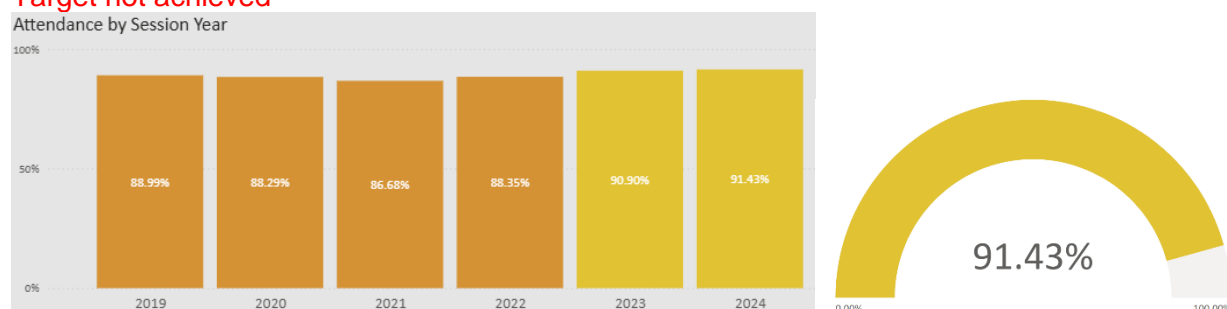
Intervention 1 **SMART Target A:** By April 2025, children living in Quintile 1 will have increased their attendance by at least 1% from the previous total of 91.1%. **Target achieved**



Attendance of children living in Quintile 1 of the Scottish Index of Multiple Deprivation also continues to improve. 93.19% is the highest average attendance of Q1 learners in over six years, 1% higher than the stretch aim in our PEF plan and is 6.3% higher than the most recent national average for Q1 learners of 86.9%.

Intervention 1 **SMART Target B:** By April 2025, the attendance of FME children will increase by at least 1% in order to reduce the gap between FME and non FME children's attendance.

Target not achieved



Attendance of children who are Free School Meal Entitled (FME) has improved by 0.53% to an average of 91.43%, the highest FME average in over six years of data and 1.43% higher than the 23-24 average for all learners (non FME and FME) across Scotland. The PEF stretch aim to increase by 1% and to narrow the gap has not been achieved. This is partly due to general attendance improving at a greater relative rate than anticipated. However attendance of FME pupils will remain a priority in 25-26.

Intervention 1 **SMART Target C:** By April 2025, Primary 6 boys' living in Quintile 1 will have increased their attendance by at least 10% from their Primary 5 average of 75.4%. **Target achieved**

Primary 6 boys living in Quintile 1 have an average attendance of 88.49%, demonstrating an increase of 13% since Primary 5. The PEF stretch aim of 10% has been overtaken by 3%.

(All attendance figures correct at the time of writing – 01/06/25)

Intervention 1 SMART Target D: Improved attendance, engagement and social and emotional wellbeing for targeted individuals attending nurture groups. **Target achieved**

The Core and Senior nurture groups have continued successfully this year, with a total of 18 pupils participating. All Core group pupils have increased their time spent in class, reducing their nine periods in the nurture classroom a week, to four or five periods, with transitions taking place during May and June.

The Nurture teacher, working closely with class teachers, has consistently and effectively utilised the Boxall assessment to identify pupils in need of additional support. The Boxall profile remains a crucial tool for setting personalised targets for each child attending the nurture room. This assessment has proven to be an invaluable resource, providing key insights that guide planning and tailored support for individual pupils. This year, almost all pupils have demonstrated progress in their developmental scores, as highlighted by the Boxall assessment.

The Stirling Wellbeing Scale has remained an effective tool for deepening our understanding of the wellbeing of children in the nurture room. Data from this year indicates that the wellbeing scores of most children (83%) showed improvement between October and May.

The findings from the 'Zones of Regulation' inquiry were presented to colleagues during a staff meeting. The information was well-received, leading to the implementation of the zones program in most classrooms. Staff feedback indicated that the meeting was informative and engaging, providing valuable insights into how the program has been applied in Treasure Island this year.

A key target from the Nurture Network report was to 'increase opportunities for parental involvement in the nurture class.' This year, we introduced 'Family Friday' mornings with our CORE group. During these sessions, parents were invited to Treasure Island to engage in collaborative learning activities with their child in the nurture room. The initiative was positively received, with one parent sharing, "I saw how well my son felt in a group and how confident he was." Feedback from a questionnaire revealed that all participating parents expressed a desire for more opportunities to work alongside their children in the nurture setting.

Next Steps:

- Continue to deliver Core (AM) and Senior (PM) daily nurture provision, focusing on communication, social confidence, self-esteem, resilience and problem solving skills
- Nurture Teacher to provide support in classroom environment from January onwards
- Implement recommendations from the National Nurture Network UK assessment report
- Continue to increase opportunities for parental involvement in nurture class and shared learning

Intervention 2: Improved attainment in reading and writing for identified pupils participating in targeted literacy interventions. **Target achieved**

An evaluation of both literacy and maths support interventions across P1, P3, P4, and P5 demonstrates measurable improvements in pupil wellbeing, engagement, and academic attainment. Analysis of Leuven Scale data indicates that 50% of pupils across these groups have shown increased wellbeing, displaying greater confidence and happiness in their learning environment. Furthermore, 71% of pupils exhibited enhanced involvement levels, with reduced distraction and improved concentration.

Literacy attitudinal survey comparisons conducted in October and May highlight encouraging shifts in pupil perspectives towards literacy. A majority (60%) now report greater enjoyment of the subject, 52% perceive themselves as more capable in literacy, and 64% feel more independent in their learning, reinforcing the effectiveness of the support strategies implemented.

Quantitative assessment data further highlights these findings. All P1 pupils demonstrated an average increase of 41% in phonemic awareness scores when comparing pre and post assessment results. Similarly, 93% of pupils in the P3 literacy support group showed improvements in spelling and comprehension, with an average increase of 37%. All pupils in P4 and P5 also recorded progress, with average score increases of 36% and 34%, in spelling and comprehension assessments.

90% of our Primary 1 Q1 learners have achieved Early Level in Literacy, exceeding our target of 80%. 82% of Primary 1 FME learners have achieved Early Level, which is a 10% increase on our target.

71% of Primary 4 Q1 learners have achieved First Level in Literacy (81% in Reading and 71% in Writing). 44% of FME learners have also achieved First Level in Literacy (67% in Reading and 44% in Writing). All learners have made progress, however we have not met the stretch aim of 80% of Q1 learners and 60% of FME learners to achieve First Level.

All class teachers working with pupils attending literacy support groups reported noticeable progress in spelling and reading skills as a result of these sessions. In a recent questionnaire, teachers highlighted improvements in reading confidence and retention. A Primary 1 teacher observed that one of her pupils is 'now applying knowledge of sounds when decoding new and unfamiliar words,' demonstrating a growing ability to transfer learned phonetic skills to independent reading tasks.

The PEF teacher successfully delivered a six-week block of *Playing with Sounds*. A total of 11 pupils, along with their parents, participated in the initiative, which aimed to enhance phonemic awareness and literacy engagement in Primary 1. Parental feedback indicates that the program was effective, with parents incorporating learned strategies into literacy activities at home and within homework routines. Initial questionnaire responses showed that no parents felt *extremely confident* in supporting their child's understanding of sounds, blends, and words. However, post-intervention data revealed that this number increased to three parents, highlighting an improvement in parental confidence. One parent specifically noted a shift towards playing more literacy-focused games and engaging in regular reading activities at home. Additionally, all parents in the post questionnaire reported reading regularly with their child, whereas some had only done so *occasionally* prior to the sessions.

The PEF teacher and Reading Recovery teacher both delivered parental literacy workshops focusing on reading for pleasure, phonological awareness and effective reading strategies. Approaches were discussed, modelled and then a range of interactive parent-child activities were carried out. Feedback stated the sessions were 'informative and helpful' and a 'great learning experience'.

Intervention 2: Improved attainment in numeracy for identified pupils participating in targeted interventions. **Target achieved**

An analysis of the pre and post maths attitudinal surveys conducted in October and May reveals a notable shift in learners' perceptions of the subject. 45% of respondents reported an increased enjoyment of maths, while the majority (55%) expressed greater confidence in their ability. Additionally, 67% indicated they had developed greater independence in their approach to learning within this area of the curriculum.

Performance improvements were observed across all year groups, as evidenced by comparative assessment data. All Primary 1 pupils demonstrated measurable progress in numeracy skills, with post assessment scores showing an average increase of 66%.

Within the Primary 3 cohort, 64% of learners improved their proficiency in number processes and problem solving strategies, achieving an average score increase of 30%. Similarly, the majority (89%) of Primary 4 pupils enhanced their performance in number processes, mathematical language, and problem solving techniques, reflecting an average improvement of 19%.

The Primary 5 group showed consistent progress, with all students increasing their assessment scores, attaining an average gain of 38%.

90% of our Primary 1 Q1 learners have achieved Early Level in Maths, exceeding our target of 80%. 82% of Primary 1 FME learners have achieved Early Level, which is a 10% increase on our target.

71% of Primary 4 Q1 learners achieved First Level in Maths. While they have made progress, we have not met our stretch aim of 80%. 67% of FME learners have achieved First Level in Maths, exceeding our target by 7%.

Class teachers working with pupils attending the maths support groups unanimously reported that these sessions have positively impacted both engagement and confidence in the subject. Teachers observed noticeable improvements in number bonds, alongside a greater willingness to take risks when approaching mathematical problems.

A Primary 1 teacher highlighted that her learners are 'able to use a variety of strategies to tackle tasks independently,' demonstrating increased problem-solving skills and autonomy in their mathematical thinking.

The Home Learning Club has provided targeted support to 134 pupils this year, prioritising Q1 and FME learners. Feedback from pupils has been overwhelmingly positive, with many highlighting the benefits of having teachers and peers available for support, as well as the advantage of a structured environment with fewer distractions than they experience at home. Parental responses further reinforce the effectiveness of the initiative, noting that the club has enhanced their child's ability to tackle more challenging tasks, while also contributing positively to their social development. All parents agreed that their child found the sessions enjoyable and beneficial.

Survey data highlights the club's impact on homework completion habits. Prior to attending, 55% of parents reported that their child only completed homework regularly *sometimes*, while 11% indicated that homework was not regularly completed at all. Following participation in the club, all parents confirmed that their child now completes homework consistently.

Next Steps: Continue to provide a consistent approach to targeted literacy and numeracy support.

Intervention 3: Increase pupil and parent/carer awareness of support available to alleviate pressures around the Cost of the School Day. **Target achieved**

This year, the refreshed Cost of the School Day action plan was implemented to address financial barriers identified by the school community. Communication with parents has remained a priority, with updates shared via emails and newsletters to ensure transparency in how their feedback is being acted upon.

To assess the impact of the initiative, the parental survey was redistributed to gather updated perspectives. Findings indicate that while uniform and school events continue to be primary financial concerns, lunch-related costs are no longer among the top issues.

Key findings include:

- **Awareness of support for uniforms has improved**, with a **26% decrease** in the number of respondents unaware of available assistance.
- **Parental confidence in discussing financial difficulties has strengthened**, shown by an **8% increase** in those who feel comfortable approaching staff when struggling with school-related costs.
- **Pupil survey results reveal a divide in comfort levels**, as **40% of students would feel at ease discussing financial concerns with staff**, whereas **60% would not**, sharing personal privacy as a key reason.
- **Perceptions of affordability have improved**, with a **7% decrease** in parents strongly agreeing that they struggle to provide necessary school items.
- **Support for families experiencing financial difficulties is seen as slightly more adequate**, with a **3% increase** in those agreeing that enough assistance is available.
- **Awareness of Free School Meals and clothing grants has grown**, with **6% more respondents** knowing how to apply.

In addition to these insights, representatives from **Money Advice and Rights Team, Young Carers, and Family First** have participated in school events to provide direct support to parents. Adult Learning Services consulted with new Primary 1 parents at our induction afternoon and will deliver additional workshops next year based on parental choices.

Next Steps:

- Termly uniform stalls offering both new and pre-used items to ensure accessibility and affordability for all families.
- Annual communication detailing grant applications and available support, ensuring families are well-informed about financial assistance.
- **Establishment of a COSD pupil and parent group** to facilitate wider information-sharing, increase community engagement, and actively reduce stigma surrounding financial difficulties.
- Adult Learning Services to target new Primary 1 families with bespoke workshops

What is our capacity for continuous improvement?

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. Partners are wholly positive about the strategic direction of the school and are keen to continue working closely to improve outcomes for children and families. Pupils and parents are positive about their school and are also keen to work in partnership.

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 2025-26
<p>Overarching aim: Reflecting and Growing as Learners</p> <p>Leadership and Management Collaborative Action Research Partnership Project with learners as co-enquirers</p> <p>Learning Provision Profiling and Reporting: Reflecting on our learning to help ourselves, our teachers and our families better plan and understand our next steps</p> <p>Learning for Sustainability: developing our school grounds as a resource for learning and transformative community action</p> <p>Successes and Achievements Wellbeing and Inclusive Practice: Embedding the CIRCLE framework to extend approaches to better involve learners and their families in decisions and actions about wellbeing and inclusive learning</p> <p>Pupil Equity Funding: Continue to use Pupil Equity Funding to address social and emotional wellbeing and support targeted literacy and numeracy interventions to narrow the poverty related attainment gap.</p> <p>Developing in Faith focus: Promoting Gospel Values as 'Pilgrims of Hope'</p>