



# St. Mark's Primary School

## School Improvement Plan

Session 2025-2026



East Renfrewshire Education Department Vision

Everyone attaining, everyone achieving through excellent experiences.

## School Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

## Values

We value love, faith and understanding.

## Aims

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

Improvement Plan Priorities 2025-26	
LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"><li>• Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde</li></ul>

## ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

LEARNING PROVISION	<ul style="list-style-type: none"><li>• Wellbeing and Learning: Embedding the CIRCLE framework to strengthen inclusive practice and improve approaches to meaningfully involve learners and their families in decisions and actions related to wellbeing and learning</li><li>• Profiling and Reporting: Reflecting on our learning to help children, teachers and families better plan and understand next steps</li><li>• Learning for Sustainability: Developing our school grounds as a resource for learning and transformative community action</li></ul>
SUCSESSES & ACHIEVEMENTS	<ul style="list-style-type: none"><li>• Pupil Equity Funding: Continue to use Pupil Equity Funding to improve social and emotional wellbeing and support targeted literacy and numeracy interventions to narrow the poverty related attainment gap</li></ul>

**ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26**

<b>School Improvement Priorities 2023-26</b>		
<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b> <b>Reflecting and Growing as Learners</b>
Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects	Embed collaborative action research approach	Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde
Work with cross authority senior leadership group on curriculum evaluation and design	Develop culture of professional learning as a community of faith and learning Curriculum Design: Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability, transformative community action	Learning for Sustainability: developing our school grounds as a resource for learning and transformative community action
Raise attainment in Literacy and Numeracy <i>(including targeted interventions funded by Pupil Equity Funding)</i>	Consolidate progressive approaches to learning, teaching and assessment of writing and talking and listening to further raise attainment in literacy <i>(including targeted interventions funded by Pupil Equity Funding)</i>	Profiling and Reporting: Reflecting on our learning to help children, teachers and families better plan and understand next steps
Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work	Deepen our commitment to decolonising our curriculum and embedding anti-racist principles. Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award.	
Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.	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. 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	Wellbeing and Learning: Embedding the CIRCLE framework to strengthen inclusive practice and improve approaches to meaningfully involve learners and their families in decisions and actions related to wellbeing and learning  Pupil Equity Funding: Continue to use Pupil Equity Funding to improve social and emotional wellbeing and support targeted literacy and numeracy interventions to narrow the poverty related attainment gap.

## LEADERSHIP & MANAGEMENT

How good is our leadership and approach to improvement?

Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change

Local Improvement Plan: Empowerment and Leadership

- An ethos of high expectations and achievement
- A skilled and confident workforce
- A culture of professional enquiry
- Higher levels of parental engagement in their children's learning and in the life of the school

National Improvement Framework Priority:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Drivers:

School improvement, Performance information, Curriculum and assessment, School leadership, Teacher professionalism

Developing in Faith: Promoting Gospel Values

Our school:

- provides religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.
- shows a commitment to ecumenical action and the unity of Christians.
- promotes respect for different beliefs and cultures and for inter-faith dialogue.

PRIORITIES 2025-26

Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde

# ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde	• Coordinate dates, planned inputs and allocated staff to support planned sessions	A Hutcheson (HT St. Mark's), M McGurren (HT, Hillview), Prof K Wall (University of Strathclyde)	June 2025	Collegiate Calendars and Working Time Agreements	Ongoing monitoring of project aims
	• Introduction to shared enquiry/ framing of questions/ establishment and prioritisation of 'umbrella terms'/ introducing concept of children as co-enquirers and researchers	Prof K Wall, K McCrorie, R Sims (University of Strathclyde), Teaching Staff (St. Mark's and Hillview)	12 <sup>th</sup> August In Service Day (AM)	Suite of research support resources and guidance GTCS Research Hub	Baseline staff self-evaluation forms
	• Verifying enquiry questions/ sampling	A Corrigan, K McCrorie, W Quirke	17 <sup>th</sup> Sep (CD 1 hr twilight)	West Partnership CAR support materials	Analysis of sample questions
	• Reflecting on strategic progress	AH, MMcG, KW, KM	2 <sup>nd</sup> Sep/ 1 <sup>st</sup> Oct (AM)		
	• Sharing approaches to evidence collection	W Quirke, R Sims	10 <sup>th</sup> Oct In Service (AM)		Professional Dialogue
	• Collaborative discussions in special interest groups (SIGs)		19 <sup>th</sup> Nov/ 4 <sup>th</sup> March (1hr)		Minutes and agreed actions from SIGs
	• Analysing evidence	All university and teaching staff	29 <sup>th</sup> April staff meeting		Pupil learning conversation notes Final staff self-evaluation and posters feeding into SIP 26-27
	• Sharing of completed research	TBC	3rd June staff meeting	Completed posters and supporting research materials	
	• Revisit Dylan Wiliam's <i>Embedded Formative Assessment</i> book – Chapter 6 <i>Activating Students as Instructional Resources for One Another</i>	Teaching Staff, Pupils and Parents N Harvey and Teaching Staff	Sep-Dec 25		Teacher evaluations and observations

LEARNING PROVISION	
How good is the quality of the care and education we offer?	
<p>Quality Indicators:</p> <ul style="list-style-type: none"> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning, teaching and assessment</li> <li>• 2.4 Personalised support</li> </ul>	<p>Local Improvement Plan: Attainment, Achievement and Progress</p> <ul style="list-style-type: none"> <li>• Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>• An improvement in the attainment of disadvantaged children and young people</li> <li>• An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li> <li>• A curriculum which enables all children, young people and adults to be learners, individuals, citizens and contributors in school, their work, their community and internationally</li> <li>• Learners' experiences support them to develop their creativity, curiosity, problem solving, critical thinking, sense making and personalities</li> <li>• An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it</li> </ul>
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>
<p>Developing in Faith: Promoting Gospel Values</p> <p>Our school:</p> <ul style="list-style-type: none"> <li>• provides religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.</li> <li>• shows a commitment to ecumenical action and the unity of Christians.</li> <li>• promotes respect for different beliefs and cultures and for inter-faith dialogue.</li> </ul>	

## ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

### PRIORITIES 2025-26

**Wellbeing and Learning:** Embedding the CIRCLE framework to strengthen inclusive practice and improve approaches to meaningfully involve learners and their families in decisions and actions related to wellbeing and learning

**Profiling and Reporting:** Reflecting on our learning to help children, teachers and families better plan and understand next steps

**Learning for Sustainability:** Developing our school grounds as a resource for learning and transformative community action.

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
<b>Wellbeing and Learning:</b> Embedding the CIRCLE framework to strengthen inclusive practice and improve approaches to meaningfully involve learners and their families in decisions and actions related to wellbeing and learning	<ul style="list-style-type: none"> <li>Further embed CIRCLE Framework tools in planning learning, teaching and assessment to ensure continued improvements to inclusive practice</li> </ul>	J. Neil Teaching Staff	Aug – Dec 25	CIRCLE Framework <a href="#">ERC CIRCLE Framework</a>	Quality Assurance
	<ul style="list-style-type: none"> <li>Identify relevant professional learning opportunities to further improve skills and confidence in inclusive pedagogy</li> </ul>	J. Neil Teaching staff	Aug – Dec 25	CPD Manager <a href="#">OLCreate: Inclusion in Practice: The CIRCLE Framework - Primary</a>	Professional Dialogue
	<ul style="list-style-type: none"> <li>Develop resources to improve learners' ability to articulate their needs and contribute to wellbeing planning</li> </ul>	J. Neil Teaching staff	Aug – Dec 25		Learning Conversations
	<ul style="list-style-type: none"> <li>Use CIRCLE Framework to support effective collaboration with parents/carers</li> </ul>	J. Neil Teaching staff	Aug 25 ongoing	Wall, K., & Hall, E. (2019). <i>Research Methods for Understanding Professional Learning</i> (Chapter 4: Tools for Enquiry)	Engagement with CLPL
	<ul style="list-style-type: none"> <li>Raise awareness of additional support needs and inclusion across whole school community</li> </ul>	R. Sutherland Pupil Equalities Group	Aug 25 – June 26		PRD discussions
	<ul style="list-style-type: none"> <li>Co-create Wellbeing, Equality and Inclusion Policy with all stakeholders</li> </ul>	Parent Focus Group			Parental feedback and engagement



## ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

<b>Profiling and Reporting:</b> Reflecting on our learning to help children, teachers and families better plan and understand next steps	<ul style="list-style-type: none"> <li>• Introduce Just2Easy app as a profiling and blogging tool</li> <li>• Identify relevant professional learning to develop practitioners' skills in profiling</li> <li>• Collaborate with cluster colleagues to share expertise and ensure consistency of approach</li> <li>• Develop cluster profiling and reporting policy and share with school community</li> <li>• Design resources and learning experiences that help children understand themselves as learners, identify the skills they are developing, and take an active role in planning their future learning</li> <li>• Develop systems to allow parents to regularly share learners' achievements and successes from home</li> </ul>	<p>J. Neil / A. Guy Teaching staff</p> <p>N. Harvey Cluster Working Party Teaching staff</p> <p>N. Harvey Teaching Staff</p> <p>N. Harvey/ J. Neil Teaching staff</p>	<p>August 2025</p> <p>August 2025 – June 2026</p> <p>August 2025 – Dec 2025</p>	<p><a href="http://www.j2e.com">www.j2e.com</a></p> <p>J. Hull - Principal Teacher: Equity (Digital Inclusion)</p> <p>ERC Profiling and Reporting Guidance and Case Studies</p> <p>Learner Agency Resources</p> <p>Dylan Wiliam's <i>Embedded Formative Assessment</i></p>	<p>Quality Assurance</p> <p>Professional Dialogue</p> <p>Learning Conversations</p> <p>Parental feedback and engagement</p>
<b>Learning for Sustainability:</b> Developing our school grounds as a resource for learning and transformative community action	<ul style="list-style-type: none"> <li>• Implement action plan from Urban Forestry bid to include:             <ul style="list-style-type: none"> <li>- Staff professional learning on curriculum-linked outdoor learning experiences</li> <li>- Measurement of baseline climate assessment and impact of development work on agreed environmental metrics</li> <li>- Delivery of seasonal 'Nature Connection' sessions in school grounds throughout the year</li> <li>- Consultation with pupils, staff, families and community</li> </ul> </li> </ul>	<p>A Byrne/ C Carwood Teaching Staff</p> <p>Emma Brown (LtL) Aline Hill, Kate Walters (FSTC)</p> <p>Russel Tod, Landscape Architect</p>	<p>August In Service</p> <p>Staff Meeting 1 (3<sup>rd</sup> Sep)</p> <p>Ongoing eight week blocks of sessions rotating</p>	<p>LtL suite of <a href="#">outdoor learning resources</a></p> <p>University of Derby's <a href="#">Pathways to Nature Connectedness</a></p> <p>Woodland Trust <a href="#">Tree Tools for Schools</a></p>	<p>Professional Dialogue</p> <p>Pre and post Environmental Assessment</p> <p>Quality Assurance and Practitioner Enquiry</p>

## ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

	partners to inform design brief and features of new woodland space		with Forest School blocks Aug – June 26		Question Samples
	- Participation in regular 'Grounds Change' sessions to clear, plant, cultivate and maintain the woodland space	Mike Brady (FSTC) Propagate contact?			Design brief and post-planting analysis
	- Promotion of community action, intergenerational projects and holiday activities to increase momentum and profile of project	Aline Hill, Kate Walters (FSTC)	October and Easter Holidays	Generations Working Together <a href="#">Resources</a>	Tree growth and canopy data
	- Development of linked curriculum resources to connect outdoor action with second year of climate change education	A Byrne/ C Carwood Teaching Staff	Aug 25 – Nov 25		Attendance data and engagement surveys
	- Production of an ongoing child-led video record, documenting progress of the project and capturing the voices of all stakeholders involved in the project (Link to connected priority of profiling)	M McHaffie, A Guy, R Sutherland Pupil Digital Leaders	Aug – June 26		Forward Plans/ Monitoring of learning
	- Liaise with cluster and neighbourhood colleagues to disseminate learning and share practice		May 2026		Completed video project
	- Network with national partners to identify opportunities for innovation and growth, including the use of AI to measure tree health	A Byrne, C Carwood, LfS Leaders Network	Jan 2026		Network sharing event evaluations
	- STEM Nation Award	E Brown (LtL), Tom Massey Garden Design, A. Guy			

ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

<b>Pupil Equity Funding:</b> Continue to use Pupil Equity Funding to improve attainment in reading and writing for identified pupils participating in targeted literacy interventions.	<ul style="list-style-type: none"> <li>• Triangulate Poverty Risk Factors with assessment results to identify learners requiring support</li> <li>• Complete baseline, interim and final phonological awareness and reading skills assessments as part of annual quality assurance process</li> <li>• Following interim assessments, review effectiveness of interventions and further tailor approaches</li> <li>• Literacy Support Group and TRAiL approaches (twice weekly) focusing on phonemic awareness, segmenting, chunking words into syllables and applying this knowledge to write accurate sentences</li> <li>• Phonological Awareness Group (Playing with Sounds) 6 week programme to run with parents and identified pupils to provide strategies to support learning at home</li> <li>• Family support sessions, offering parental workshops to support reading at home</li> <li>• Continue IDL literacy intervention (computer-based multisensory system) to be used with support groups and by individuals in class</li> <li>• After school Home Learning Clubs</li> <li>• Continue to deliver Reading Recovery, Chatterbox and TRAiL to identified pupils</li> </ul>	R. McBrearty (PEF teacher)  N. Harvey (PEF PT)  PEF PSAs (TBC)	Sep 25- Dec 25: Baseline and initial interventions  Dec 24- Jan 26: Interim assessment and review of interventions  Jan 26- April 26: Phase 2 of interventions.  May 26 – final assessment and evaluation of impact.  Aug 25 – June 26	Pre and Post Intervention Assessments and Questionnaires  Single Word Spelling Test (SWST)  New Group Reading Test MALT Assessments  Pupil learning conversations  SNSA/ Standardised Assessments  CfE Levels
		S. Walker (Literacy Support Teacher)		

# ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

	<ul style="list-style-type: none"> <li>Re-introduce Together Better Readers (TBR) programme with identified learners</li> </ul>	Wellbeing, Equity and Inclusion Team			
<b>Pupil Equity Funding:</b> Improved attainment in numeracy for identified pupils participating in targeted interventions.  <a href="#"><u>Interventions for Equity 4</u></a>	<ul style="list-style-type: none"> <li>Maths Support Group to develop number skills with identified pupils, focusing on number processes and problem solving</li> <li>Continue using CPA approaches to provide additional targeted support for pupils who are not on track for numeracy</li> <li>Family support sessions, offering parental workshops to support maths at home</li> </ul>	PEF PT  R McBrearty  Wellbeing, Equity and Inclusion Team	Sep 25- Dec 25: Baseline and initial interventions  Dec 25-Jan 26: Interim assessment and review of interventions  Jan 26 - April 26: Phase 2 of interventions.  May 26 – final assessment and evaluation of impact		Pre and Post targeted Maths Assessments  P1 Baseline Assessments  MALT Assessments  Standardised Tests  SNSA data

## ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

### SUCSESSES & ACHIEVEMENTS

How good are we at improving outcomes for all learners?

<p>Quality Indicators:</p> <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> </ul>	<p>Local Improvement Plan:</p> <ul style="list-style-type: none"> <li>A rights-based culture, centred on Getting It Right For Every Child.</li> <li>A positive culture in health and wellbeing</li> <li>Improved literacy and numeracy attainment throughout the years of the broad general education</li> <li>An improvement in the attainment of disadvantaged children and young people</li> <li>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</li> <li>An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements</li> </ul>
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>
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<h3>PRIORITIES 2025-26</h3>	<ul style="list-style-type: none"> <li>Continue to invest <b>Pupil Equity Funding</b> in school nurture provision to improve attendance, engagement and social and emotional wellbeing for targeted individuals.</li> </ul>

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Continue to invest <b>Pupil Equity Funding</b> in school nurture provision to improve attendance, engagement and social and	<ul style="list-style-type: none"> <li>Complete baseline assessments and interim assessments for all targeted pupils (Boxall Profiles, Strengths and Difficulties Questionnaires)</li> </ul>	<p>PEF PSA (TBC)</p> <p>N. Harvey (PEF PT)</p> <p>J. Neil (DHT)</p>	Aug 25 – June 26	NNUK Guidance and Boxall assessment suite.	<p>Boxall Profiles</p> <p>Strengths and Difficulties</p>

# ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2025-26

<p>emotional wellbeing for targeted individuals. (Year 5) <a href="#">Interventions for Equity 1 and 2</a></p>	<ul style="list-style-type: none"> <li>Analyse assessments in conjunction with newly introduced whole school Be Well Survey</li> <li>Collaborate with link Educational Psychologist</li> <li>Collaborate with PEF Quad schools with similar nurture provisions in order to moderate effectiveness of interventions</li> <li>Deliver bespoke nurture provision, focusing on social confidence, self-esteem, resilience, problem solving skills</li> <li>Implement ongoing recommendations from the National Nurture Network UK assessment report</li> <li>Complete the National Nurturing Schools self-assessment on an interim basis</li> <li>Increase opportunities for parental involvement in nurture class and shared learning</li> <li>Create family lending library of resources to support wellbeing at home</li> <li>Provide drop-in sessions and workshops for families to support wellbeing and learning at home</li> </ul>	Y. Hutchison (EPS)			Parent and Pupil Questionnaires
		S. Shaw/ K. Deeny			Be Well Survey
		J. Douglas (Family First)	Nov 25/ April 26		National Nurture Network accreditation documentation/ self-assessment
			Aug 25 – June 26		Feedback from Parent Questionnaire
					Teacher questionnaire