

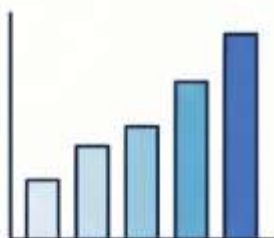
St. Mark's Primary School: Standards and Quality Report 2025-26



368
Pupils



ATTENDANCE



93.61%
Overall Attendance
Highest in Four Years,
Reflecting Steady
Year-on-Year Increase



Five-Year High, Significantly
Exceeding National Average
for Additional Support Needs

ATTAINMENT



Curricular Area	St. Mark's Average (25-25)	National Average (24-25)
Talking & Listening	94%	88%
Reading	88%	81%
Mathematics	88%	80%

IMPACTFUL LEARNING & ENGAGEMENT

Metacognition Project



84%
Success Rate in
Metacognition

Majority of children at
"Improving" or "Exemplary"
levels in thinking about
their own learning

Strong Community and Environmental Engagement



Urban Forestry
Project Successfully
Launched



20,000+ Views
on Just2Easy App

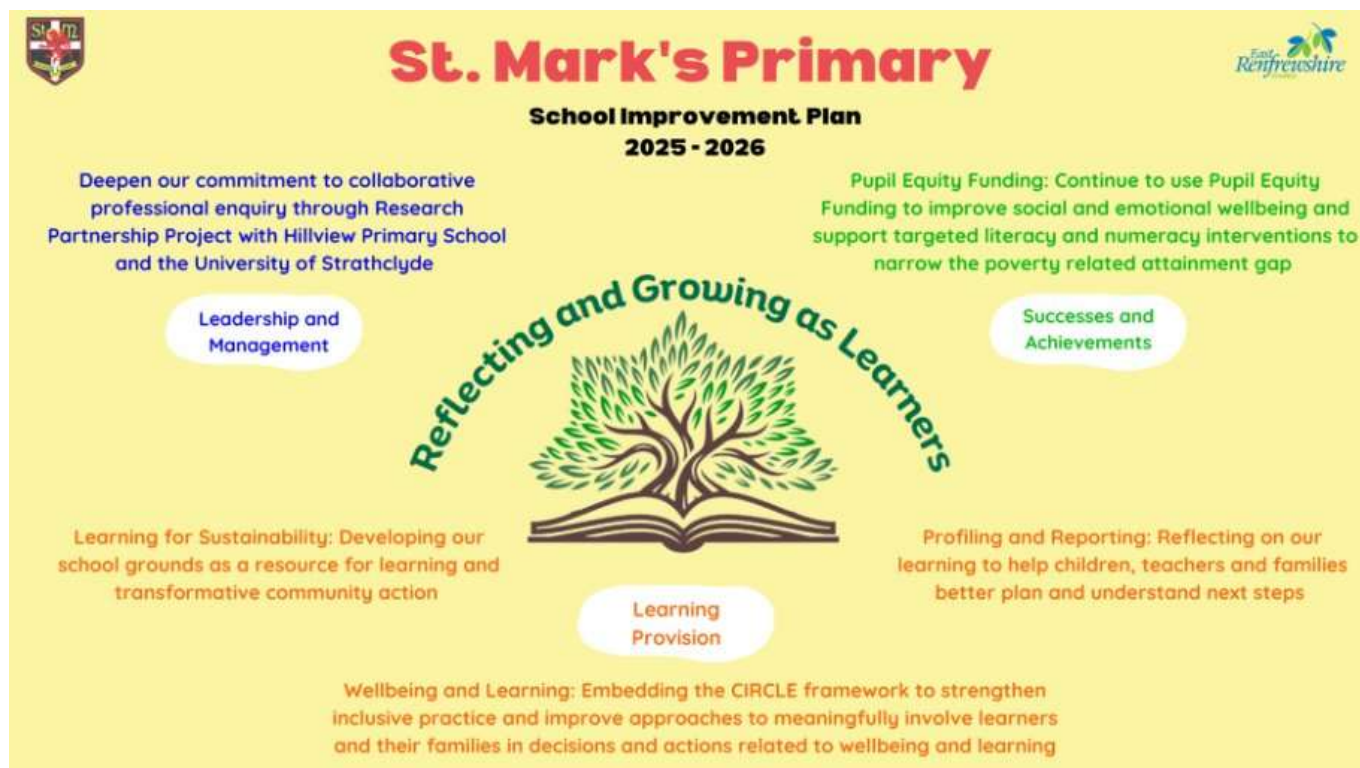
Context of the School

St. Mark's Primary School is a Catholic school at the heart of a strong and vibrant community. The school roll is currently 368 pupils. The school is situated in the Auchenback estate in Barrhead and works closely in partnership with St. John's Parish Church and the associated schools and family centres within the St. Luke's Cluster. 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, 35% of pupils live in Scottish Index of Multiple Deprivation (SIMD) 1-3 and the school has an average SIMD of 4.3. The Family First Worker works with many families as a link between home and school. 13% of our pupils have a wellbeing plan. 30% of our pupils receive free school meals. 36% of children are from Ethnic Minorities and 17% of our pupils have English as an additional language.

Additional information can be found in our school handbook.



Improvement Plan Priorities 2025/26

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 2025/26, the school set out the following improvement priorities:

Leadership and Management

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

Learning Provision

- **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

Successes and Achievements

- **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

Method of Gathering Evidence

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

Evidence sources include:

- 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 *HGIOURS?* 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 through 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
- HMI Thematic Inspection on Curriculum feedback
- 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 accreditation report
- Sport Scotland Gold Schools Award re-accreditation feedback

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: Very Good	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing 	School Priority <ul style="list-style-type: none"> Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde:
NIF Driver(s) <ul style="list-style-type: none"> School leadership Teacher professionalism School improvement Performance information 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> A culture of self-evaluation and continuous improvement in all schools A skilled and confident workforce A positive culture of health and wellbeing in every school and service A culture of professional enquiry in every school
<p><i>Progress, Impact and Outcomes:</i></p> <p><u>Deepen our commitment to collaborative professional enquiry through Research Partnership Project with Hillview Primary School and the University of Strathclyde:</u></p> <p>This project involving teachers from St. Mark's Primary, Hillview Primary, and academics from the University of Strathclyde placed a strong emphasis on teachers as researchers. Collaborative sessions focused on creating enquiry questions and processes that were realistic and manageable with a clear aim of improving outcomes for learners. Working across both school contexts broadened teachers' perspectives, enabling them to move beyond individual classroom experiences and co-construct new understandings through shared enquiry and a deeper exploration of our local demographic.</p> <p>Teachers collaborated on their questions, designing and implementing enquiries that were relevant to their current role and existing school priorities, while university partners supported the development of systematic and rigorous approaches to evidence gathering and analysis. This strengthened reflective practice, as professional dialogue encouraged teachers to question assumptions and refine their thinking in light of emerging findings. The impact of this work was evident during a professional enquiry celebration and sharing event, where all teachers presented their projects. Feedback indicated that almost all participants viewed the experience as worthwhile and reported a deeper understanding of collaborative approaches to enquiry.</p> <p>As part of the wider East Renfrewshire staff questionnaire, all St. Mark's teaching staff agreed or strongly agreed that their "professional learning enables them to reflect on and improve their practice." All teachers also agreed that they "use information and data effectively to identify and reduce inequalities in children and young people's outcomes". Professional dialogue has reinforced this view, as staff take confidence from their enquiry findings to adapt approaches to pedagogy. This has been evident across a range of areas from wellbeing interventions to use of technology to improve children's metacognition.</p> <p>HMI inspectors commented on the levels of staff professionalism and commitment to meaningful enquiry during a thematic inspection on the St. Mark's curriculum in March 2026. They described teacher focus groups as having "high quality professional dialogue". They noted the positive impact of protected time for professional learning and a strong model of change where a significant number of teaching staff had been given opportunities to lead, to deliver CLPL, to team teach and to participate in collaborative enquiry projects over a full three-year improvement cycle.</p> <p><u>Next Steps:</u> Further develop enquiring approaches as part of newly formed Learning, Teaching and Curriculum Collaboratives</p>	

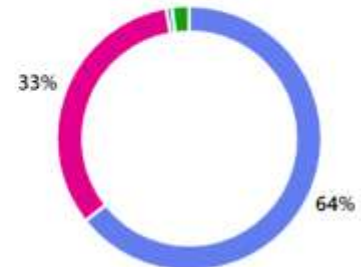
How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: Very Good	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	<p>School Priorities</p> <ul style="list-style-type: none"> • 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
<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 improve 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.

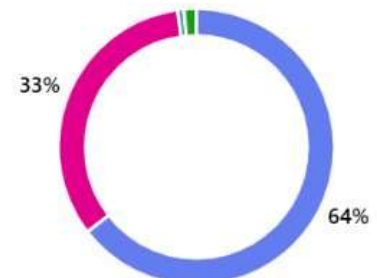
12. My child is making good progress at the school

● Strongly agree	92
● Agree	47
● Disagree	1
● Strongly disagree	0
● Don't know	3



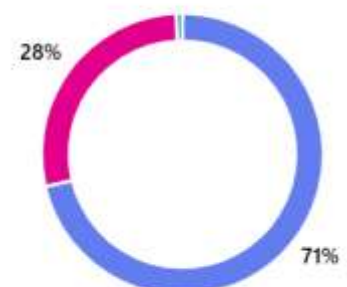
25. I am satisfied with the quality of teaching in the school

● Strongly agree	89
● Agree	46
● Disagree	1
● Strongly disagree	0
● Don't know	2



26. The school is well led and managed

● Strongly agree	102
● Agree	40
● Disagree	1
● Strongly disagree	0
● Don't know	0



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

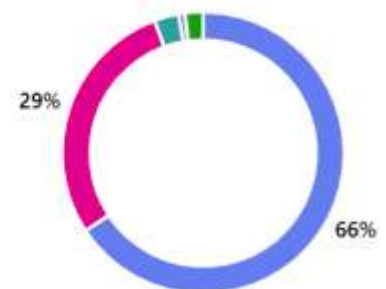
Clear progress was made in all identified improvement actions. The CIRCLE Framework is more consistently embedded within planning for learning, teaching and assessment, resulting in more inclusive and responsive classroom practice. 100% of teaching and support staff agreed in the ERC staff questionnaire that “Children and young people are provided with learning experiences which meet their learning needs”.

In partnership with our link educational psychologist, staff engaged in targeted professional learning opportunities, which enhanced their skills, confidence, and understanding of inclusive pedagogy. Practical resources were successfully developed to support learners in articulating their needs and contributing meaningfully to wellbeing planning, promoting greater learner voice and agency. This work was linked with a whole school focus on metacognition and self-regulation (*evaluation data for this included in Profiling and Reporting section below*). Revised pupil-friendly Wellbeing Plans were introduced, written in the first person with increased opportunities for the children to articulate their own needs and ambitions. This increased pupil agency was reflected in improved collective averages in the Be Well Survey under the “Emotional Awareness and Control” and “Self Efficacy” categories.

The CIRCLE Framework was also used effectively to strengthen collaboration with parents and carers, supporting clearer communication and shared understanding of learners’ needs. Improvements in this area were reflected in parent views gathered as part of our annual questionnaire. Almost all parents agreed or strongly agreed that the school knows their child as an individual, that their child receives the help that they need to do well and that the school supports their child’s emotional wellbeing.

7. I feel staff really know my child as an individual

● Strongly agree	94
● Agree	41
● Disagree	4
● Strongly disagree	1
● Don't know	3



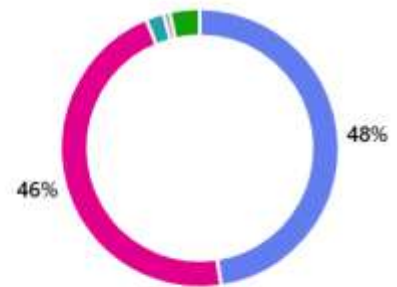
9. My child receives the help he/she needs to do well

● Strongly agree	80
● Agree	61
● Disagree	1
● Strongly disagree	1
● Don't know	0



11. The school supports my child's emotional wellbeing

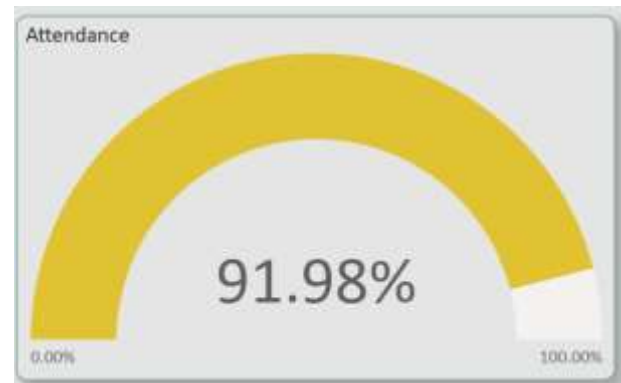
● Strongly agree	68
● Agree	66
● Disagree	3
● Strongly disagree	1
● Don't know	5



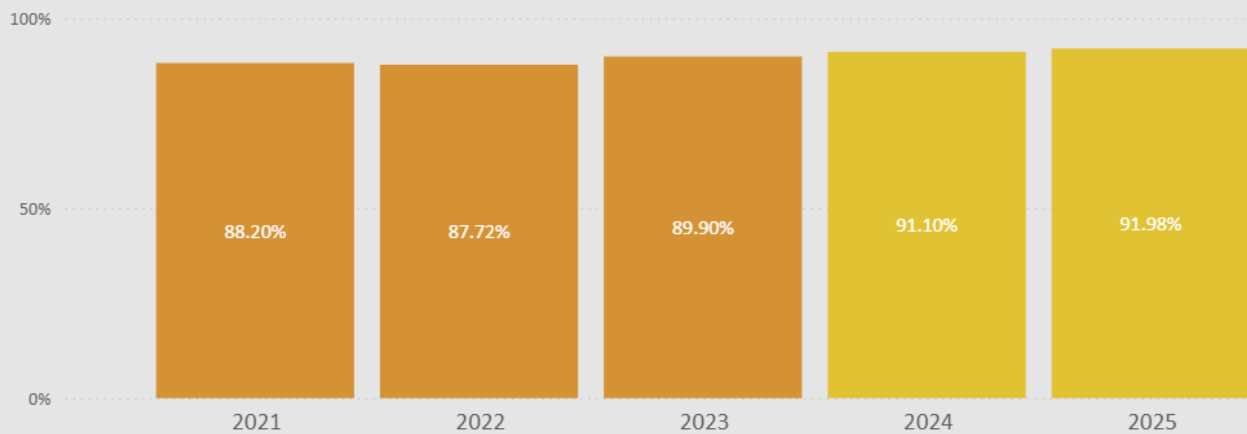
This strengthened approach to inclusion is also reflected in the attendance levels of our children with Additional Support Needs (ASN).

The average attendance to date (accurate as of May 2026) is 91.98%. This is 3.78% higher than the national average of 88.2% and only 0.92% lower than the national average for all pupils.

This also demonstrates an increasing trend and represents a five year high in the levels of attendance of our children with ASN.



Attendance by Session Year



Next Steps: Further embed the CIRCLE framework and share best practice across school to develop effective use of wellbeing plans.

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

Positive progress has been made in relation to this priority through a strategic process of looking outwards, inwards and forwards as a staff team.

Engagement with the Education Endowment Foundation (EEF) research on Metacognition and Self-Regulation has led to a growing shared understanding among staff of effective strategies to support learners in thinking about their thinking. All staff participated in a “teaching sprint” focussed on how

to engage children in feedback using our online journal, Just2Easy, to capture progress across a series of three connected lessons. This exercise highlighted the quality of feedback across the school and showcased a growing reflectiveness on the part of the children in capturing their learning and articulating next steps. Almost all staff agreed that this level of coverage and feedback would not be typical of the weekly usage of the journal but that it had proved a helpful exercise in focusing on feedback and exploring the functionality of the J2E software. Using the EEF's School Audit Tool, all teaching staff evaluated pupil knowledge and behaviours in relation to Metacognition and Self-Regulation. The table below shows the shift over the course of the year from Ineffective to Improving and Improving to Exemplary, providing quantitative data that illustrates the impact of our explicit improvement focus on metacognition.

SCHOOL AUDIT TOOL
Pupil knowledge and behaviours

Ineffective !

Pupil knowledge:

- Pupils have little or no awareness of their own strengths and weaknesses and are unwilling to engage in and improve their own learning.
- Pupils have little or no understanding of how they learn, nor do they consider different strategies to address specific tasks.
- Pupils are unaware that planning, monitoring and evaluating their learning may differ across subject domains and for different tasks.

Pupil behaviours:

- Pupils do not plan tasks with independence.
- Pupils do not engage in metacognitive talk with their peers.
- Pupils do not effectively manage their learning outside of the classroom.
- Pupils rarely engage with feedback and they are dependent upon their teacher when they are stuck or struggle.

Improving ~

Pupil knowledge:

- Pupils have some awareness of their own strengths and weaknesses and are willing to engage in and improve their own learning.
- Pupils have some understanding of how to learn effectively, including knowledge of themselves as learners, of available strategies and of the particular tasks they are completing.
- Pupils have some awareness of planning, monitoring and evaluating their learning, and the difference between subject domains and tasks.

Pupil behaviours:

- Pupils plan to undertake tasks with an increasing degree of understanding.
- Some pupils engage in metacognitive talk with their peers given teacher prompting.
- Some pupils effectively manage their learning outside of the classroom with some independence.
- Some pupils engage with feedback and use it to monitor their learning, though this is inconsistent, with a fully related adult teacher prompting.

Exemplary ✓

Pupil knowledge:

- Pupils are self-regulating owners of their own strengths and weaknesses and can motivate themselves to engage in and improve their own learning.
- Pupils understand how they learn, exhibiting knowledge of themselves as learners, understanding how to deploy a range of available strategies for different tasks.
- Pupils show a deep understanding of how planning, monitoring and evaluating their learning in different across subject domains and tasks, as well as understanding connections in their learning.

Pupil behaviours:

- Pupils consistently plan for tasks with independence, reflecting upon the success of the plan.
- Pupils engage in metacognitive talk with their peers with relative independence.
- Most pupils effectively manage their learning outside of the classroom, offering a range of strategies with increasing independence.
- Most pupils fully engage with feedback to monitor their learning with increasing independence.

Metacognition and Self-Regulated Learning Education Endowment Foundation

Oct-25 Whole School Data		
	Number of pupils	
ineffective	102	28%
improving	213	59%
exemplary	47	13%
May-26 Whole School Data		
	Number of pupils	
ineffective	58	16%
improving	198	54%
exemplary	112	30%

50 children have moved from ineffective to improving. 64 children have moved from improving to exemplary. 84% of all children are now considered either improving or exemplary.

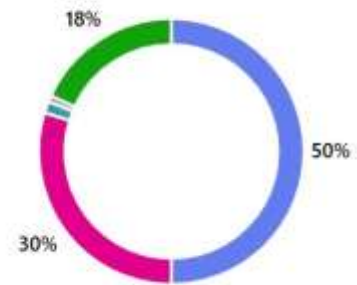
The design of resources and learning experiences has increasingly supported children in understanding themselves as learners. Pupils are becoming more able to identify the skills they are developing and articulate their progress. However, this remains at different stages of development across the school, and further work is required to ensure that all learners can independently apply these skills consistently and with depth.

The introduction of the Just2Easy app as a profiling and blogging tool has been successfully embedded across all stages. Learners are increasingly confident in using the platform to record and reflect on their learning, providing a digital space where achievements are captured in a meaningful and personalised way. Staff have supported this well through regularly updating profiles, although consistency in posting remains variable. Moving forward, further consistency of posting across all stages/ roles and ongoing modelling of high-quality learner reflections will strengthen the impact of this approach.

To date, there have been **20,400 parent views on Just 2 Easy**. This is an average of **600 total views per school week** or an average of **2 views per week by the 264 parents** who have signed up. This is a significant improvement on the viewing statistics for the previous class blogs. These positive levels of engagement are also reflected in parent responses to questionnaires, with 80% of parents agreeing or strongly agreeing that the Just2Easy app is a helpful way of understanding what their child is learning and how they are progressing.

20. The Just2Easy app is a helpful way of understanding what my child is learning and how they are progressing.

● Strongly agree	69
● Agree	41
● Disagree	2
● Strongly disagree	1
● Don't know	25



The development of new systems for parental engagement has continued to strengthen the home-school partnership. Opportunities for parents to share achievements from home have been promoted and there is evidence of increased participation. However, engagement levels are still uneven, and further work is needed to raise awareness, simplify processes, and ensure that all families feel confident to engage with and contribute to their child's learning profile.

Overall, these actions have positively contributed to a culture in which learners are becoming more reflective, engaged, and aware of their own progress. Staff confidence and collaboration have improved and systems are in place to support sustainability.

Next steps:

- Review profiling and reporting policy to increase consistency across the school
- Continue to deepen the quality of learner reflection and metacognitive dialogue
- Strengthen parental engagement to ensure equity of participation
- Collaborate with cluster colleagues to streamline and refine approaches

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

Since the launch of the Urban Forestry project in May 2025, there has been clear and sustained progress in the development and use of the school grounds as a resource for learning and transformative community action. Building effectively on our established Forest Schools programme and prior work on the Climate 180 programme, learners have engaged purposefully with teaching staff and Urban Forestry team leaders to design and plant a functional and ecologically diverse woodland area in our school grounds. This work demonstrates a strong commitment to outdoor learning and environmental responsibility and a desire to improve tree equity in our local area.

Stakeholders, including pupils, staff, families and community partners, have been meaningfully consulted to inform the design and features of the woodland space. This has allowed our children to feel a strong sense of ownership of the project and has ensured that developments reflect shared values and priorities.

A baseline climate assessment was established, with early measures introduced to track the impact of development work against agreed environmental metrics. This is supporting a more systematic, evidence-informed approach to improvement.

Targeted staff professional learning has provided leadership opportunities and has improved practitioner confidence in delivering curriculum-linked outdoor learning experiences. Staff are increasingly designing relevant, interdisciplinary learning opportunities which connect environmental themes across the curriculum. Children have confidently communicated these themes and linked them to environmental campaign actions at our regular learning assemblies for families.

The school is making strong progress in developing curriculum pathways that link outdoor learning with the second year of our climate change education programme. Seasonal 'Nature Connection' sessions have provided progressive opportunities for learners to engage in outdoor learning throughout the year. These experiences are supporting active, experiential learning and increasing learner motivation and participation.

Effective partnerships with community experts and volunteers have enhanced the quality of learning experiences and contributed to staff and learner skill development. This collaborative approach has strengthened capacity and supported sustainability.

Almost all learners are actively engaged in the project and demonstrate increasing confidence, responsibility and practical skill. Through activities such as tree planting, biodiversity development and habitat creation, learners are achieving success in wider learning.

Regular 'Grounds Change' sessions enable learners to develop practical, transferable skills including teamwork, problem-solving and environmental management. Learners are applying technical skills (e.g. planting, staking and land maintenance) in meaningful, real-world contexts.

Outdoor learning and participation in environmental initiatives (including East Renfrewshire's 'Big Clean Up') are contributing positively to learner wellbeing, inclusion and sense of responsibility. Learners are developing as informed, active citizens with a strong sense of environmental stewardship.

Staff and learner evaluations completed during the course of this project demonstrate a number of positive outcomes in relation to this improvement priority:

- Pupil nature connection is high across the school (mid-70s on a 0–100 scale), well above UK benchmarks (typically mid-50s to low-60s).
- Staff nature connection is higher again (80s+), indicating a strong adult culture of care for nature.
- Eco-efficacy is generally strong but varies by class and age.
- Eco-anxiety is present at expected levels, especially in upper primary, reflecting concern rather than distress.

St Marks Primary is very well-positioned to become a leader in whole-school Urban Forestry practice, combining emotional connection, hands-on care for trees, and youth empowerment.

Next steps:

- Support all teaching staff to build on previous years of capacity building/ team teaching to ensure entitlement to progressive, curriculum-led outdoor learning is met for all learners
- Further develop and embed curriculum resources to ensure clear progression across stages

- Strengthen the use of environmental data to measure and demonstrate impact
- Extend opportunities for learner leadership, linked to Columba 1400 Pupil Leadership Academies

UNICEF Rights Respecting Gold Accreditation:

Strengths of the school include:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights.
- Pupils who understand how their rights are connected to school life, to the school's values, and to their local and global community.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school.
- A strategic approach of senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's ethos.
- A commitment to global citizenship which is empowering pupils to take an active role in raising awareness of children's rights in their community and supporting other children globally to access their rights

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)

Evaluation: Very Good

NIF Priority

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

School Priorities

- **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

NIF Driver(s)

- School leadership
- Teacher professionalism
- Assessment of children’s progress
- School improvement
- Performance information

Local Improvement Plan – Expected Outcome/Impact

- 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

2025-26 Maths ACEL Data



Maths	Percentage of children on track to achieve a level P1,4 and 7 Combined (Maths)
St. Mark's 25-26 average	87.18%
St. Mark's average 24-25	88.24%
National average 24-25	80.3 %
St. Mark's target 22-26	81%
St. Mark's 25-26 Q1 average	75.60%
St. Mark's 24-25 average Q1	83%
National average Q1 24-25	71%
ERC average Q1 24-25	81%
St. Mark's FME average 25-26	78%
ERC average FME 24-25	81%
St. Mark's average FME 24-25	78%

- 87% of all pupils on track to achieve a level represents
- The second highest average in the school in the last nine years
 - 6% beyond the school's 4 year target and 7% higher than the national average

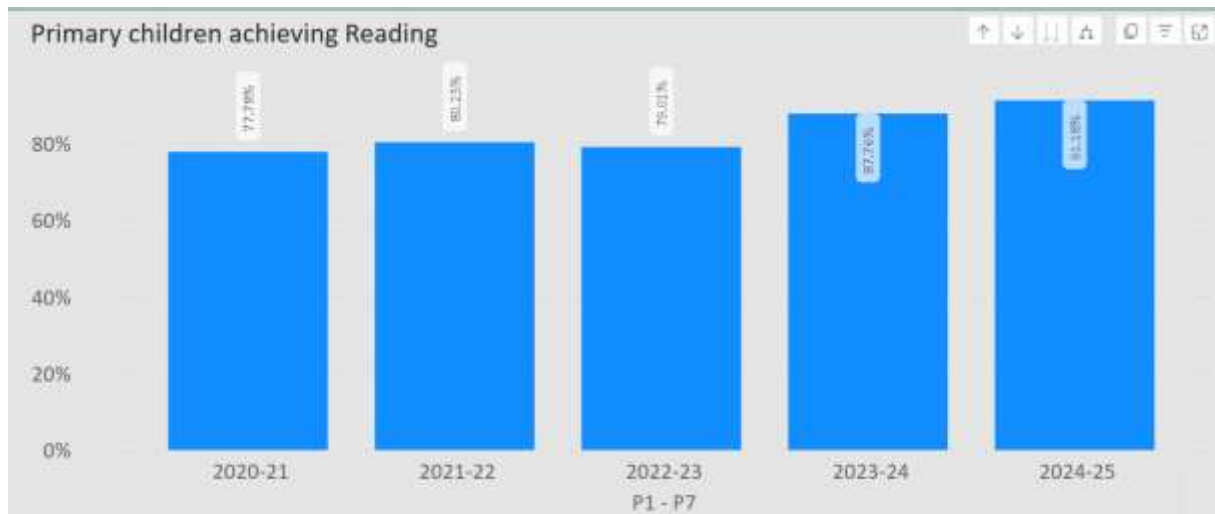
75% of Q1 learners on track to achieve a level represents

- 8% lower than St. Mark's Q1 average for 24-25
- 4% higher than the national average for Q1 learners in 24-25

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

- 3% lower than ERC FME average for 24-25
- equal to the St. Mark's FME average for 24-25

2025-26 Reading ACEL Data



Reading	Percentage of children on track to achieve a level P1,4 and 7 Combined (Reading)
St. Mark's 25-26 average	87.18%
St. Mark's 24-25 average	91.18%
National average 24-25	81%
St. Mark's target 22-26	81%
St. Mark's 25-26 Q1 average	73.17%
St. Mark's 24-25 Q1 average	89%
National average Q1 24-25	72%
ERC average Q1 24-25	84%
St. Mark's FME average 25-26	78%
ERC average FME 24-25	81%
St. Mark's average FME 24-25	85%

87% of all pupils on track to achieve a level represents

- The second highest average in the school in the last nine years
- 4% decrease on last year's average
- 6% beyond the school's 4 year target and the national average

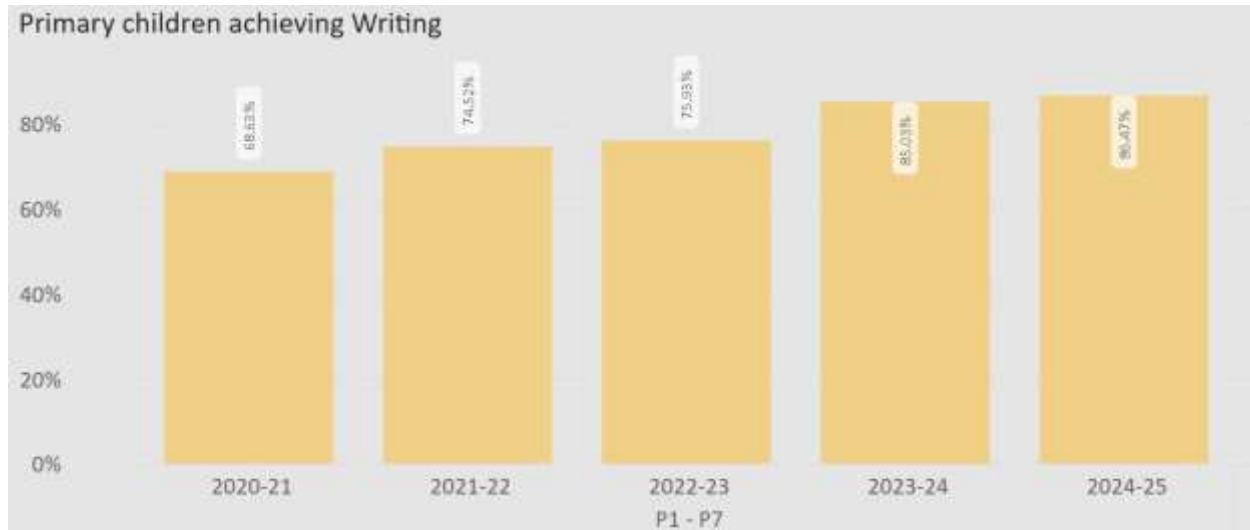
73% of Q1 learners on track to achieve a level represents

- 1% higher than the national average for Q1 learners
- 16% lower than St. Mark's Q1 average for 24-25

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

- 3% lower than ERC FME average for 24-25
- 7% lower than St. Mark's FME average for 24-25

2025-26 Writing ACEL Data



Writing	Percentage of children on track to achieve a level P1,4 and 7 Combined (Writing)
St. Mark's 25-26 average	84.62%
St. Mark's 24-25 average	86%
National average 24-25	77%
St. Mark's target 22-26	81%
St. Mark's 25-26 Q1 average	73.17%
St. Mark's 24-25 average Q1	85%
National average Q1 24-25	68%
ERC average Q1 24-25	77%
St. Mark's FME average 25-26	78%
ERC average FME 24-25	75%
St. Mark's average FME 24-25	80%

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

- The second highest average in the school in the last nine years
- 2% decrease on last year's average
- 3% beyond the school's 4 year target
- 7% above the previous national average of 77%

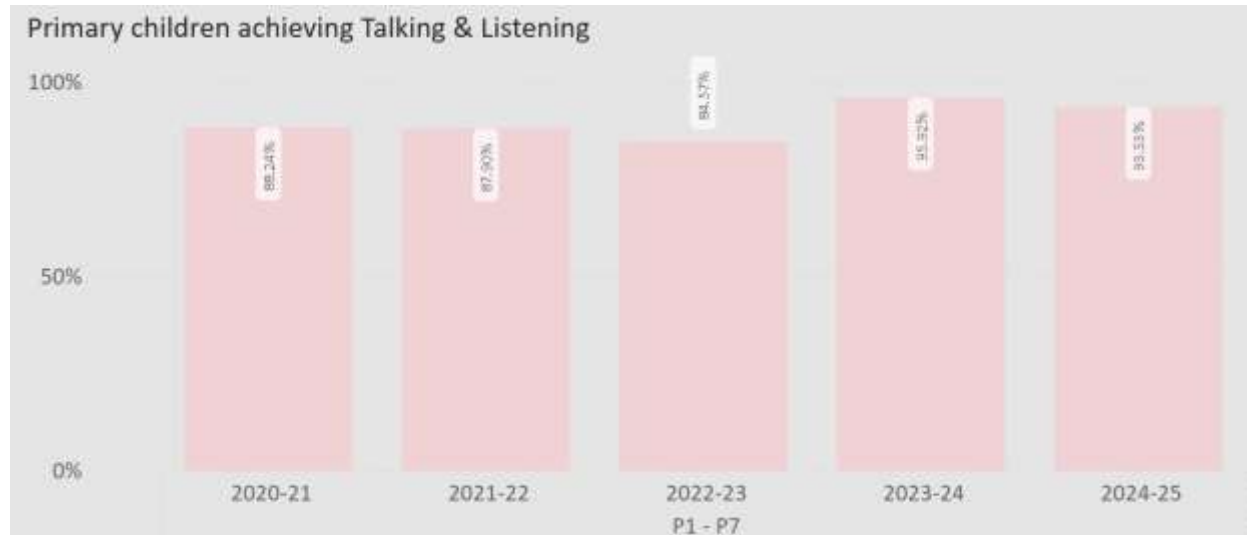
73% of Q1 learners on track to achieve a level represents

- 5% higher than the 24-25 national average for Q1 learners
- 12% lower than St. Mark's Q1 average for 24-25
- 4% lower than the ERC Q1 average for 24-25

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

- 3% higher than ERC FME average for 24-25
- 2% lower than St. Mark's average for 24-25

2025-26 Talking and Listening ACEL Data



Talking and Listening	Percentage of children on track to achieve a level P1,4 and 7 Combined (Talking and Listening)
St. Mark's 25-26 average	94.23%
St. Mark's 24-25 average	93%
National average 24-25	88%
St. Mark's target 22-26	88.5%
St. Mark's 25-26 Q1 average	90.24%
St. Mark's 24-25 Q1 average	94%
National average Q1 24-25	82%
ERC average Q1 24-25	86%
St. Mark's FME average 25-26	92%
ERC average FME 24-25	84%
St. Mark's average FME 24-25	88%

94% of all pupils on track to achieve a level represents

- The second highest average in the school for the last eight years
- 1% increase on last year's average
- 5.5% beyond the school's 4 year target and 6% higher than the national average

90% of Q1 learners on track to achieve a level represents

- 8% higher than the national average for Q1 learners and 2% higher than the general average for all learners
- 4% lower than St. Mark's Q1 average for 24-25 and

92% of FME learners on track to achieve a level represents

- 8% higher than ERC FME average for 24-25
- 4% higher than St. Mark's FME average for 24-25
-

There have been no exclusions and 7 incidences reported of bullying behaviour over this past year.

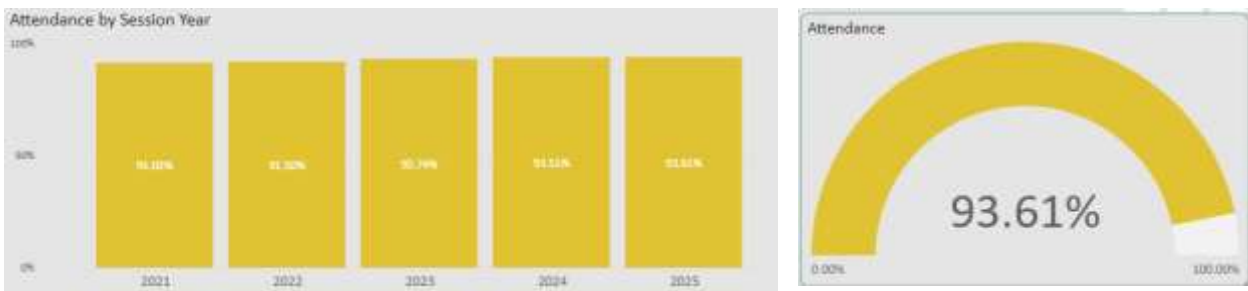
	2023-24	2024-25	2025-26	Target 2022-26
Attendance %	92.74%	93.51%	93.61%	93%

Attendance continues to improve year on year. The average attendance figure of 93.61% is the highest average in the last eight years and is 0.61% higher than the school's four-year target of 93%. It is also 2.61% higher than the national average for all learners in Scotland (2024-25) of 91%.

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

The mission of the 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. From our analysis of our school data we worked in partnership with key stakeholders to continue with three interventions for equity around social and emotional wellbeing, targeted approaches to literacy and numeracy and partnership working. The evaluations below summarise progress in each of these key areas, measured against SMART targets from the PEF plan 25-26.

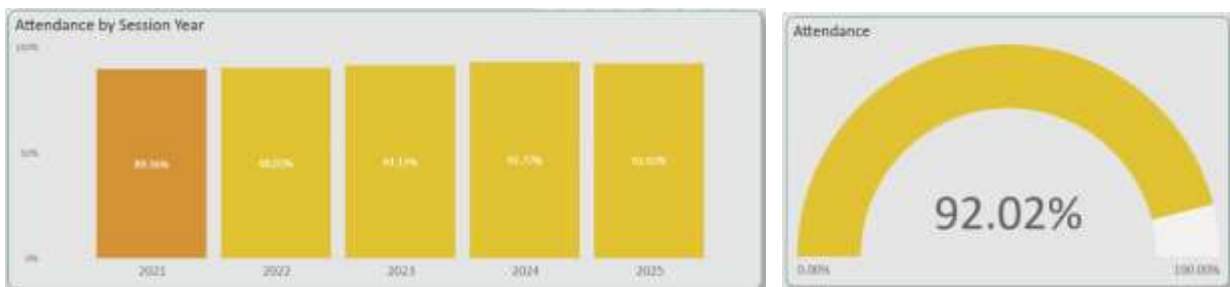
Intervention 1: Improved attendance, for targeted individuals and families, leading to an improvement in the school average from 93% to 93.5%. **Target achieved**



Attendance continues to improve year on year. The average attendance figure of 93.61% is the highest average in the last eight years, 0.11% beyond the stretch aim in our PEF plan and is 0.61% higher than the school's four-year target of 93%. It is also 2.61% higher than the national average for all learners in Scotland (2024-25) of 91%.

This improvement has been achieved by ongoing refinement of attendance monitoring and support systems by our PEF Principal Teacher, coupled with targeted family engagement and a rich curriculum offer. During the national thematic inspection on curriculum HMI inspectors noted that the St. Mark's curriculum is "highly relevant and there is ownership of the curriculum at all levels". This evaluation supports the view within the school community that the biggest driver of improvements in attendance are linked to equitable and engaging curricular experiences.

Intervention 1 SMART Target A: By April 2026, children living in Quintile 1 will have increased their attendance by at least 1% from the previous total of 92.7%. **Target not yet achieved**



Attendance of children living in Quintile 1 of the Scottish Index of Multiple Deprivation has declined by 0.5% from 92.77% to 92.02%. Analysis of Q1 attendance patterns shows an increased number of unauthorised parental holidays compared to previous years. Outwith these holiday periods, Q1 attendance remains consistently strong and 92.02% is the second highest average attendance of Q1 learners in the last seven years and is 3.62% higher than the most recent national average for Q1 learners of 88.4%.

Intervention 1 **SMART Target B:** By April 2026, the attendance of FME children will increase by at least 1.5% in order to reduce the gap between FME and non FME children's attendance.

Target not yet achieved



Attendance of children who are Free School Meal Entitled (FME) has reduced by 0.2% to an average of 90.54%. Whilst this has not met the PEF stretch aim of a 1.5% increase, it remains the second highest FME attendance average in over seven years of data and is only 0.46% lower than the 2024-25 average for all learners (non FME and FME) across Scotland. As with Q1 attendance data, analysis of FME attendance patterns shows an increased number of unauthorised parental holidays compared to previous years. This may be linked to the ongoing cost of living crisis and rising costs of family holidays linked to conflict and escalations in fuel costs.

(All attendance figures correct at the time of writing – 22/05/26)

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

The core nurture groups have continued to operate with high levels of success throughout this academic year, supporting a total of 19 pupils across two targeted provisions:

- Treasure Island (Infant Nurture Group): Engaged 7 learners from Primary 1 and 2, who accessed 10 dedicated periods of targeted support per week.
- The Learning Hub (Upper Nurture Group): Supported 12 learners from Primary 5, 6 & 7, who engaged in 4 focused periods per week during term 3.

The Boxall Profile has been utilised as an effective diagnostic tool to understand a child's social, emotional, and mental health and development. Data from this year indicates that the diagnostic scores of all pupils (100%) in the Infant Nurture Group have shown improvement between their initial and final assessments, ranging from an 11% to 52% progression in developmental scores. Most pupils (80%) have also shown a change in their diagnostic scores, ranging from a 47% to 89% improvement.

Last year's 'Zones of Regulation' inquiry has resulted in the programme being fully embedded in Treasure Island, The Learning Hub and all classrooms this session. The momentum from last year's findings has continued to yield positive results across the school with practitioners and learners alike adopting the "Zones" vocabulary, leading to more cohesive and proactive emotional regulation strategies school-wide. This has empowered learners to recognise the early physical and emotional signs of dysregulation and work alongside staff to select and use personalised toolkits such as sensory breaks, breathing exercises, or quiet reflection to support them to return to the Green Zone. This has helped to build resilience and develop crucial emotional literacy that they can carry back to their classrooms. Through the Zones of Regulation, our Nurture provision has fostered emotional safety, deepened communication, and ensured our most vulnerable learners feel safe, happy, and ready to learn and achieve.

Pupils who have engaged with the Infant Nurture provision shared their thoughts on Treasure Island:

"I am always so happy to be in Treasure Island because I get to be with my friends." (Primary 1 learner)

"Treasure Island helps me feel ready to learn back in class, I like talking about my feelings in the different zones." (Primary 2 learner)

"It is really fun in Treasure Island. There are lots of things to do and it makes me feel happier when I go back to my classroom." (Primary 3 learner)

A practitioner whose learners attend the Infant Nurture provision commented,

"Overall, Treasure Island has had a very positive impact on the three individuals in my class. Spending time in a smaller group setting has significantly boosted their self-esteem, and it has been wonderful to see their individual personalities develop and shine throughout the year. All three pupils have shown considerable progress in their emotional resilience and are now much more willing to engage with new tasks and persevere when challenges arise. They demonstrate improved focus and are able to sustain their attention for longer periods than previously observed. In addition, there has been noticeable growth in their social and communication skills. The pupils are interacting more confidently with both peers and adults, using a wider range of communication strategies and engaging more positively in group activities. Improvements in turn-taking have also been evident during class play experiences, where they have successfully transferred and applied the skills developed through Treasure Island sessions. These gains have supported more meaningful participation in classroom learning and social interactions."

In alignment with the Nurture Network report target to increase parental involvement within the nurture setting, the school continued to build on the success established at last year's 'Family Friday' morning sessions for the Treasure Island group. This initiative provided a welcoming space for parents to engage in collaborative, targeted learning activities alongside their children. Evaluations indicate that this initiative strengthened the home-school partnership, enhanced parental confidence in supporting their child's emotional and academic development, and fostered a deeper sense of community within the nurture provision. Evaluative feedback from our 'Family Friday' sessions indicated all (100%) parents strongly agreed that the nurture provision provided a safe, secure and well-supported environment for their child. All (100%) participating parents and carers reported that they had noticed a positive difference in their child's confidence, happiness or ability to manage day-to-day school life as a result of accessing the provision. One parent shared that their child's listening skills had improved and was less anxious as a result of attending Treasure Island. All attendees expressed a desire for further collaborative, side-by-side learning opportunities with their children within the nurture setting.

Next Steps:

Sustain and Refine Targeted Nurture Provision: Continue the daily delivery of our structured Core Infant (AM) and Senior (PM) nurture interventions. Key measurable outcomes will focus on tracking and improving pupils' communication, social confidence, self-esteem, resilience, and collaborative problem-solving skills.

Embed Outreach and Classroom Support: Transition the Nurture Teacher's role to include direct, in-class collaborative support from April onwards. This will facilitate the transfer of nurturing approaches into the wider classroom environment, building staff capacity and ensuring consistency for learners.

Implement National Framework Recommendations: Action and embed the specific strategic recommendations detailed in the National Nurture Network UK assessment report to ensure our practice aligns with national benchmarks and high-quality standards.

Expand Family Learning and Parental Engagement: Further develop opportunities for parental involvement within the nurture setting. We will focus on co-created shared learning experiences to strengthen the link between home and school, fostering a community-wide approach to wellbeing.

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

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

Quantitative assessment data highlights clear progress for targeted pupils. All P1 pupils demonstrated a significant increase of 85% in phonemic awareness scores when comparing pre and post assessment results. All pupils in P4 and P5 also progressed in spelling, reading and comprehension, with respective average score increases of 45%, 9.5%, and 47% (P4) and 31%, 30% and 40% (P5).

80% of our Primary 1 Q1 learners have achieved Early Level in Reading and Writing, while 90% achieved Early Level in Talking and Listening. Our PEF target was to equal last year's level of 90% across all areas of literacy. 62% of Primary 1 FME learners have achieved Early Level in all areas of literacy, which falls 18% below our target for this year group. Individuals have been identified to participate in our first cohort of Reading Recovery pupils in August 2026.

75% of Primary 4 Q1 learners have achieved First Level in Literacy (An increase of 4% from last year's P4 Q1 cohort). 76% of FME learners have also achieved First Level in Literacy (An increase of 9% from last year's P4 FME cohort). All learners have made progress, however we have not met the stretch aim of 85% of Q1 and 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 the post intervention questionnaire, teachers highlighted improvements in reading confidence, fluency and retention. One teacher commented that "the children attending the PEF literacy group have all made significant progress in terms of their phonological awareness- this is key to later success in reading. I'm also impressed with the improvements in sound and sight vocabulary recognition and blending skills."

The PEF teacher and Principal Teacher (PEF) 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 was positive with one parent stating "It was good to be able to see what happens in the group and ways that I can help at home".

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

Performance improvements were observed across all year groups, as evidenced by comparative assessment data. All pupils demonstrated measurable progress in numeracy skills, with post assessment scores showing an average increase of 38.6% (P1), 28.4% (P4) and 18.5% (P5).

80% of our Primary 1 Q1 learners have achieved Early Level in Maths. This is level with last year's P1 Q1 attainment but 10% below the stretch aim in our PEF plan. 71% of Primary 1 FME learners have achieved Early Level, which falls 11% below our stretch aim.

80% of Primary 4 Q1 learners achieved First Level in Math, which is 2% higher than our stretch aim of 78%. 76% of FME learners have achieved First Level in Maths, exceeding our target by 6%.

All teachers from P1,4 and 5 agreed that the Numeracy Support Groups had been helpful for the identified children and that teachers had witnessed improvements in confidence and mindset alongside the notable improvements in attainment.

The Home Learning Club supported 145 pupils this year, focusing on Q1 and FME learners. Feedback from pupils and parents has been very positive, highlighting the benefits of staff and peer support, a structured, low-distraction environment and access to a range of resources. All parents agreed the sessions are both enjoyable and beneficial.

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

The school has taken a proactive and sustained approach to reducing the Cost of the School Day for families, with a range of initiatives demonstrating both pupil involvement and practical support measures. A key strength has been the continuation of our Primary 7 pupil group who have worked to ensure that learners themselves have a voice in shaping and informing this priority. This has been further enhanced through participation in two online sessions delivered by the Child Poverty Action Group (CPAG), where pupils engaged directly with presenters and collaborated with peers from other schools across Scotland. This not only increased their awareness of the issues surrounding child poverty but also empowered them to contribute meaningfully to ongoing efforts within the school.

In terms of direct support for families, the school has continued to provide accessible and visible resources. Displays of pre-loved uniforms and Communion dresses at parents' evenings and other events have ensured that families are regularly reminded of available support in a sensitive and supportive manner. Alongside this, the ongoing use of the uniform bank referral system has allowed more targeted assistance for those who may require additional help. The continuation of the breakfast cart has also made a valuable contribution, helping to remove barriers to learning by ensuring pupils have access to free healthy food at the start of every school day.

Financial considerations have remained a central focus in wider school activities. School trip costs continue to be absorbed by the school where possible and when asking for contributions, the school have carefully monitored requests to maintain affordability. The Parent Partnership have worked alongside the school to organise events such as the Christmas and Summer Fairs, with the latter used as an opportunity to raise funds that directly offset the cost of residential experiences for older pupils. This collaborative approach not only supports families financially but has fostered a growing sense of inclusion, community and shared responsibility.

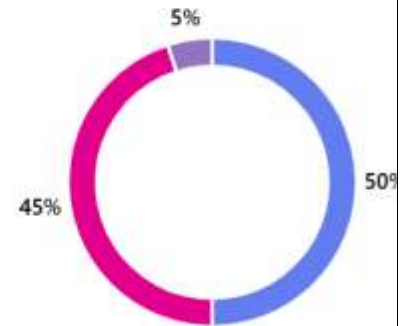
Overall, the school's actions represent a coherent and embedded approach to tackling the cost of the school day. The continuation of all current initiatives reflects both their impact and sustainability. Importantly, the school is meeting the expectations set by CPAG, indicating that its efforts align with national guidance and best practice. This provides a strong foundation for ongoing development and continued support for families.

What is our capacity for continuous improvement?

The school's capacity for improvement remains 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 strategic partnership working to enrich the curriculum. Staff have very high aspirations and are keen to continue collegiate working to drive forward improvements. Almost all teaching staff have expressed positive feedback about how curriculum development time has been used during 25-26 to engage with emerging guidance on the Curriculum Improvement Cycle.

5. Today's development time provided a good opportunity to stay connected to national curriculum development

Strongly agree	10
Agree	9
Disagree	0
Strongly disagree	1



Whilst there are some concerns about the timeline and the slippage of previous national commitments, there is a confidence on the part of teaching staff that our processes and collegiate culture will allow us to engage productively with the revised national timeline of publications and guidance for 26-27. Pupils and parents are also positive about their school and any forthcoming changes and are keen to work in partnership to improve outcomes for all.

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 2026-27

Overarching theme: Leading our Learning

Priority 1: Strengthen inclusive learning environments where all learners have opportunities to lead and flourish

Priority 2: Prepare all staff to enact curriculum improvement in line with national curriculum reform

