

All Saints Primary School
Standards and Quality 2025-26



Context of the Establishment

All Saints Primary and Communication & Language Base

All Saints Primary is a Roman Catholic school in the east end of Greenock. We’re proud to be home to a welcoming mainstream setting and a non-denominational Communication and Language Base (CLB).

In session 2025 -26, we supported 311 learners across 14 mainstream classes and 32 learners in our CLB, which runs across 5 small classes.

Our school community is supported by a dedicated and skilled team:

Mainstream: 21 teaching staff (including the HT, DHT, and 2 PTs), 10 PSAs, 3 clerical staff, and a PEF-funded Health & Wellbeing Coach.

CLB: 5 teachers (including a PT), 10 PSAs, and a part-time clerical assistant.

Support Staff: 2 janitors from FES provide maintenance across the school.

Our Learning Environment

Our bright and spacious building supports learning across two floors. Most classrooms open out onto flexible learning zones or outdoor spaces. We also have:

A large dining area

Library and nurture spaces including our Nurture Base and Nurture Nooks

Two large gyms that open into one big hall for PE, performances, and events

A well-used outdoor space: 3 playgrounds, a football pitch, a nature trail, an amphitheatre, and nature trail

We're especially proud of The Hive, our family learning hub – a calm, welcoming space for parents, children, and visitors to connect and learn.

Our Vision

At All Saints, every child has every chance to succeed through high-quality learning in a nurturing, inclusive, and faith-filled community.

Our Values

Our shared values – shaped by learners, parents and staff – are at the heart of everything we do:

Respect

Honesty

Kindness

Determination

Our Aims

We aim to provide learning that helps every child grow, succeed and thrive. We want our learners to be:

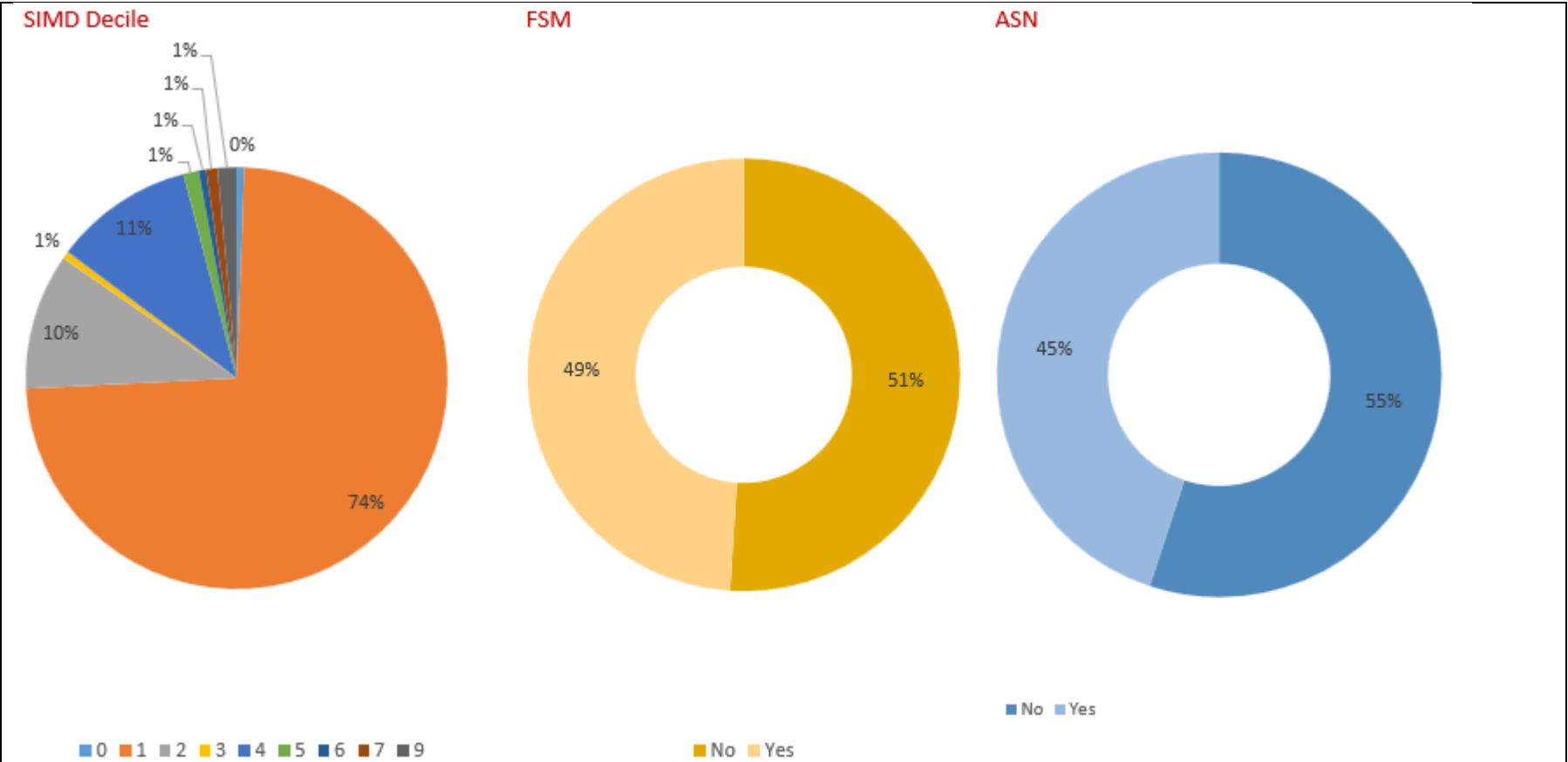
Successful Learners – challenged and supported to achieve their full potential

Confident Individuals – proud of who they are and connected to their school, parish and community

Responsible Citizens – respectful, open-minded, and globally aware

Effective Contributors – creative, resilient, and ready to work together or independently

Our School Context



Our school roll comprises 343 pupils. Analysis of SIMD data indicates that our school serves an area of significant socio-economic deprivation, with approximately 74% of pupils living in SIMD Decile 1 and a further 10% in Decile 2, meaning that around 84% of pupils reside within the 20% most deprived areas in Scotland. Only a small proportion of pupils live in areas represented by higher SIMD deciles.

Our school's Free School Meal (FSM) data further reflects this picture, with 51% of pupils registered for Free School Meals, indicating a substantial level of economic disadvantage across the school community.

Our school has a significant proportion of pupils identified with Additional Support Needs (ASN), accounting for 45% of the school roll. This highlights the importance of inclusive approaches, targeted interventions and universal support strategies to ensure equity and achievement for all learners.

Despite these contextual challenges, school attainment data demonstrates positive outcomes for many learners and a relatively narrow poverty-related attainment gap. The school remains committed to raising attainment for all children while continuing to address barriers associated with deprivation and additional support needs.

Establishment priority 1			
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing Choose an item <u>NIF Driver</u> Assessment of children's progress School Improvement		<u>HGIOS</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.1 Safeguarding and child protection <u>UNCRC</u> Article 12 (Respect for the views of the child): <i>Article 28: (Right to education):</i> <i>Article 42 (Knowledge of rights):</i>	
Outcome:			
Who?	What?	When?	By how Much?
1. All learners, staff, wider school community	Demonstrate increased understanding of rights and wellbeing through a consistent embedded approach	By June 2026	100%
2. All learners and staff	Demonstrate measurable increase in positive relationships and more positive school climate	By June 2026	At least 5% improvement through GMWP
3. Pupil Voice Representatives	Pupil voice embedded with clear structures enabling regular, meaningful participation in decision-making	By December 2025	In all Pupil Voice Groups

4. All learners	Improved attendance meeting authority average through targeted promotion and support	By June 2026	We would like to achieve 92 % attendance
5. Identified learners with Enhanced Nurture Teacher (ENT) support 6. H & W Coach	Show improved engagement and self-regulation in classroom	By June 2026	50% demonstrate improved engagement through S&D Questionnaires;
7. Identified learners (class teachers and ENT)	Require fewer adult interventions for emotional regulation	By June 2026	20% reduction in critical incidents logged
8. Learners engaged in emotional literacy programme	Show improved confidence in naming and managing emotions	By June 2026	80% show improvement

PEF used to support closing the gap:

1. Enhanced Nurture Post (0.6) 67,809.63
2. Health and Wellbeing Coach £26,558.60

Progress and impact of outcomes for learners:

There is clear and measurable evidence that our strategic focus on health and wellbeing is improving outcomes for learners across the school. Through a combination of universal and targeted approaches, including enhanced nurture provision, support from the Health and Wellbeing Coach, leadership opportunities and the consistent use of regulation strategies, we are seeing sustained improvements in engagement, behaviour and pupil voice.

Wellbeing data shows a positive shift in learners' needs, with fewer children requiring high levels of support and more demonstrating increased independence and readiness to learn. This reflects the impact of targeted, PEF-funded interventions in improving emotional regulation and resilience.

This is reinforced by a reduction in health and safety (critical) incidents, demonstrating that children are increasingly able to manage their emotions and behaviour across a range of contexts. There is now less reliance on adult intervention, contributing to a calmer and more predictable learning environment.

Targeted strategies such as brain breaks are having a clear impact on learning. All learners report improved ability to concentrate in class, with most showing notable increases in focus. This is supporting children to return to learning more quickly and sustain engagement.

Pupil leadership has strengthened significantly. All learners involved in the Sports Leaders programme report increased confidence in leading groups, with evidence of substantial gains. Learner voice further demonstrates the development of key skills, including communication, collaboration, adaptability and empathy. Children feel listened to and are increasingly contributing to decision-making.

Across the school, children are more confident in talking about emotions, relationships and regulation strategies, using shared language linked to social and emotional learning. This reflects a consistent, whole-school approach to wellbeing and supports improved relationships across the school community.

While overall attendance did not reach the target of 92%, there has been improved attendance for targeted learners supported through nurturing approaches and targeted interventions. This reflects the positive impact of our focus on wellbeing and engagement. However, attendance remains below the desired level, particularly for a small number of learners with persistent absence, and this continues to impact on learning.

Overall, there is strong evidence of increased engagement, improved self-regulation, reduced incidents and stronger pupil participation, contributing to a positive, inclusive and nurturing learning environment. The next step is to ensure that these improvements in engagement lead to sustained improvements in attendance and, in turn, attainment for all learners.

Next steps

- Embed greater consistency in approaches to wellbeing, regulation and relationships across all areas of school life.
- Increase learner independence in recognising, selecting and applying self-regulation strategies.
- Use wellbeing, attendance and incident data more effectively to target support and evaluate impact.
- Extend meaningful pupil leadership and participation opportunities across all stages.
- Strengthen partnership working with families to promote consistent approaches to wellbeing and attendance.

<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Choose an item <u>NIF Driver</u> School Improvement Performance information	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum <u>UNCRC</u> Article 28: (Right to education): <i>Article 29 (Goals of education):</i>		
Outcome:			
Expected outcomes for learners			
Who?	By when?	What?	By how much?
1. All teaching staff	June 2026	Improved use of assessment to inform planning and next steps	100% staff engage in moderation and tracking processes termly
2. Learners in P1–P3	June 2026	Increased engagement and application of skills through play	observations and learning journals show 90% of learners have shown progress
3. All learners	June 2026	Attainment in writing increases	From 79% to at least 82%
4. All learners	June 2026	Maintain and improve numeracy attainment	From 82% to at least 85%
5. All teaching staff	June 2026	Increase confidence in supporting dyslexia through CLPL and resource use	100% of staff participate in CLPL; 80% report increased confidence via evaluation
6. Identified learners with dyslexia	June 2026	Improved progress in writing attainment	85% of targeted learners make at least one level of progress or achieve agreed targets

7.	Support for Learning (SfL) and DHT	Termly reviews	Ensure targeted interventions are planned and tracked	All learners with dyslexia have individualised strategies tracked through support plans
8.	SLT and Class Teachers	December 2025	Appropriate resources are in use across classes	100% of target classes are using at least one dyslexia-friendly resource consistently

PEF used to support closing the gap:

1.0 PEF Teacher – £56,516.70

Progress and impact of outcomes for learners:

During session 2025–2026, targeted actions to improve attainment have begun to strengthen professional practice across the school. There is clear evidence that staff are increasingly engaging in moderation and tracking processes, with more consistent use of assessment information to inform planning and identify next steps. This work is now embedded within professional dialogue; however, further development is required to ensure that assessment consistently leads to improved outcomes for all learners across stages.

In the early years, there has been a positive impact from the continued development of play pedagogy. Observations and learning conversations indicate increased engagement in P1–P3, with many learners demonstrating improved application of skills through play-based experiences. However, this has not yet translated consistently into improved attainment outcomes in Primary 2, highlighting the need to strengthen planning, progression and assessment within Early Level to ensure that gains in engagement lead to measurable progress in literacy and numeracy.

Despite a clear focus on improving attainment in writing, whole-school data shows that this remains the weakest curricular area. Attainment has not increased in line with the planned target and continues to sit significantly below reading. This is particularly evident in the upper stages, where writing attainment declines as learners move through the school. Targeted support for learners with dyslexia has been introduced, including increased staff awareness, the use of inclusive strategies and the introduction of supportive resources. Staff engagement in CLPL has been strong, and there is evidence of growing confidence in supporting learners with additional needs. However, the impact on attainment is not yet consistent and requires further consolidation.

Targeted interventions are now more clearly planned and tracked, with learners identified and supported through individual strategies. Support frameworks are becoming more consistent, and staff are beginning to use a wider range of dyslexia-friendly approaches within the classroom. Resources are increasingly visible and used across targeted classes, supporting accessibility and inclusion in writing tasks. The next step is to ensure that these interventions lead to sustained progress over time and result in measurable improvements in attainment for targeted learners. In numeracy, attainment has remained relatively stable but has not improved at the pace anticipated. While most learners continue to achieve expected levels, there is limited evidence of significant gains, indicating a need to increase challenge, deepen understanding and strengthen application of skills across stages.

Overall, the school has made sound progress in strengthening systems, professional knowledge and inclusive practice. However, this has not yet translated into the level of improvement in attainment that was expected. Cohort analysis shows that progress is not consistently sustained as learners move through the school, particularly in the middle and upper stages. Moving forward, the key priority will be to strengthen consistency in learning and teaching and ensure that improvements in practice lead to sustained, measurable gains in attainment for all learners.

Next steps

- Implement a consistent whole-school approach to writing, with a focus on improving attainment in the upper stages
- Strengthen consistency in learning and teaching, particularly in differentiation, pace and challenge
- Improve the effective use of assessment and tracking **to** ensure timely interventions and measurable impact
- Further develop Early Level practice, ensuring play pedagogy leads to clear progression, particularly in Primary 2
- Enhance targeted support for learners, including those with dyslexia and English as an additional language
- Increase **focus on** depth of learning in numeracy, particularly reasoning and application

Establishment priority 3NIF 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

NIF Driver

School Improvement

Assessment of children's progress

HGIOS

3.1 Ensuring wellbeing, equality and inclusion

3.3 Increasing creativity and employability

UNCRC

Article 12 (Respect for the views of the child):

Article 29 (Goals of education):

Article 2 (Non-discrimination):

Article 28: (Right to education):

Article 31 (Leisure, play and culture):

Outcome:**Expected outcomes for learners**

Who?	What? (Outcome)	When?	By how much?
1. Learners	Talk confidently about their meta-skills using skills language	Ongoing from Oct 2025	80% of learners throughout the school can name and describe at least 3 meta-skills in learning conversations
2. Teachers	Plan learning that includes meta-skills	From Oct 2025	100% of planning shows clear skills links
3. Learners	Show improved wellbeing through outdoor learning	From Sept 2025	Wellbeing survey shows a positive shift in 75% of learners; learners report enjoyment in pupil voice
4. Learners	Use digital tools to design creative projects	Termly from Sept 2025	P3-7 classes complete at least one digital project; pupil work shows creative and purposeful outcomes

5. Staff & Learners	Show understanding of children's rights	By Nov 2025	100% of staff trained; pupil voice shows 85%+ can explain at least three rights; visible in classroom practice
6. School Community	Achieve the Rights Respecting School Bronze Award through staff and pupil engagement	By Dec 2025	Award achieved; all staff trained and children aware of basic rights language and principles
7. All staff and learners	Promote inclusion and celebrate diversity	From Oct 2025	Lessons, displays and pupil work reflect cultures and anti-racist themes all classes
8. Learners	Attend Friday Play Days regularly and engage in activities	Every 2nd Friday from Sept 2025	Increase P7 Friday attendance by 5% by June 2026
9. Young Leaders of Learning	Help plan and lead activities with staff support	Planning begins Aug 2025	All YLLs involved in at least 1 planning cycle per term
10. All Staff	Support, plan and deliver play-based, skill-building activities	Ongoing from Sept 2025	At least 80% staff confidence in delivering play-based learning by June 2026
11. Learners	Feel a stronger sense of belonging and respect	Within 12 months	Increase by 20%
12. Staff	Model inclusive and faith-driven practices	Ongoing (reviewed bi-annually)	100% staff complete inclusion PD
13. School Community	Engage in inclusive, faith-centred activities	Every term	Minimum 3 community events/year
14. Learners	Increased awareness of environmental responsibility	End of Term 2	80% of learners can describe 2 ways to help the planet
15. Staff	Increased confidence delivering global citizenship themes	June 2026	CLPL log, Microsoft Forms

PEF used to support closing the gap:

1. Health and Wellbeing Coach £26,558.60
2. PEF Teacher £56,516.70

Progress and impact of outcomes for learners:

During session 2025–2026, the school has made positive progress in promoting equity, inclusion and the development of key skills across the curriculum. Through self-evaluation with learners, staff and partners, there has been a clear shift towards making meta-skills such as teamwork, communication and creativity more visible in everyday learning. This is increasingly evident in classroom practice, where staff are beginning to plan more explicitly for skills development alongside knowledge and understanding.

There is growing evidence that learners are becoming more confident in recognising and talking about their skills. Through pupil voice activities and learning conversations, many learners are now able to describe the skills they are developing, particularly in collaborative and practical contexts. Opportunities to develop these skills have been strengthened through outdoor learning, digital learning experiences and wider opportunities such as leadership roles and play-based activities.

The introduction of Skills Academy has contributed positively to engagement, particularly for older learners. Attendance data over a four-week period shows that 72 children improved their attendance on a Friday compared to the previous four weeks, with Primary 3 showing the greatest improvement, while 218 children maintained consistent attendance. This indicates early positive impact in increasing engagement and participation.

Significant progress has been made in promoting children's rights and inclusion. The school successfully achieved the Silver Rights Respecting School Award, reflecting a developing understanding of rights across the school community. Staff training and pupil voice indicate that most learners can talk about their rights and responsibilities, and these are increasingly reflected in classroom practice and the wider ethos of the school.

There is also evidence of increased focus on diversity and global citizenship. Learning experiences now more frequently reflect different cultures and perspectives, and initiatives linked to Laudato Si' and Eco Schools are supporting learners to understand their role as responsible citizens.

Pupil leadership has continued to strengthen, with groups such as Young Leaders of Learning providing structured opportunities for learners to contribute to school improvement. These experiences are developing confidence, communication and leadership skills.

Overall, the school has made good progress in embedding a more inclusive, skills-focused approach to learning. There is clear evidence of improved engagement, increased pupil voice and a stronger understanding of rights and responsibilities. The next step is to ensure greater consistency across all stages and strengthen the link between engagement, attendance and improved outcomes in learning.

Next steps

- Embed a consistent whole-school approach to meta-skills across all stages
- Strengthen consistency in rights-based and inclusive practice
- Further develop Skills Academy to sustain improvements in attendance
- Increase pupil leadership opportunities across the school
- Strengthen links between skills, engagement and attainment

- Continue to develop global citizenship and diversity across the curriculum
- Improve monitoring and evaluation of impact

Additional PEF Spend

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS QIs

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):

Spend: Cost for 30 iPads, 4-year warranty, black folio & JAMF licence totalled £9806.10.

Progress and impact of outcomes for learners:

Targeted investment in digital learning has enhanced both the quality of learning experiences and support for learners with additional needs. The purchase of 30 iPads has increased access to digital tools across the school, enabling learners to make more creative and independent use of technology in their daily learning. Applications such as iMovie have supported learners to present their learning in different ways, particularly benefiting those who require alternative approaches to recording and demonstrating understanding.

This has been further supported through access to IDL, a structured literacy programme designed to support learners with dyslexia. The programme has provided targeted support for identified learners, helping to build confidence and reinforce key literacy skills through a multi-sensory approach. This combination of digital tools and structured interventions has strengthened inclusive practice across the school and improved access to the curriculum.

The investment has also had a positive impact on staff practice. Teachers led workshops for colleagues on the effective use of apps to enhance learning within the classroom. Staff feedback on these sessions was very positive, with a strong collegiate ethos evident as staff shared approaches and supported one another to build confidence. This has contributed to a more consistent approach to digital learning across the school.

Learners have played a central role in ensuring that this work is inclusive and meaningful. The Dyslexia Friendly Group were instrumental in selecting resources and designing the contents of classroom support boxes, ensuring that all learners have access to tools to support their learning.

They created a short video using iPads and led school assemblies to raise awareness of the resources available, helping to ensure consistent use across classes.

The group also shared their work with parents at parents' evenings and through social media, extending the impact beyond the school and supporting wider awareness of inclusive practice. This pupil-led approach has strengthened engagement, promoted ownership and ensured that resources are being used effectively to support learning across the school.

Overall, this investment has supported a more consistent and inclusive approach to learning and teaching, improved staff confidence in digital approaches and ensured that learners have greater access to tools, programmes and strategies that meet their individual needs.

Next Steps:

Investment in additional iPads will build on existing strong practice, enabling greater consistency in digital learning, improving access for learners with additional needs and ensuring that inclusive, supportive approaches are embedded across all classes.

Data
Key Strengths: • Mainstream attainment remains broadly stable despite increasing complexity of need and changing cohorts. • Listening and Talking continues to be a strength across the school. • Strong Early Level outcomes reflect high engagement and effective play-based approaches. • Targeted interventions and inclusive approaches are improving access to learning and supporting equity. Key Priorities • Improve attainment in writing across all stages. • Strengthen progression to ensure learners sustain and build on prior attainment. • Improve consistency in learning and teaching. • Improve attendance, particularly for learners with persistent absence. Attainment Data

Overall School						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026	All	343	89.1%	82.1%	71.8%	75.9%
	1 - 2	290	89.1%	82.5%	72.3%	76.5%
	3 - 10	53	90.6%	83.0%	71.7%	73.6%
	GAP		-1.5%	-0.6%	0.6%	2.9%
2024 - 2025	All	352	91.5%	85.6%	75.4%	79.3%
	1 - 2	300	92.3%	85.3%	75.9%	79.9%
	3 - 10	52	88.5%	88.5%	75.0%	76.9%
	GAP		3.8%	-3.2%	0.9%	3.0%
2023 - 2024	All	357	88.8%	81.5%	73.5%	81.0%
	1 - 2	308	88.3%	80.4%	72.2%	79.7%
	3 - 10	49	91.8%	85.7%	81.6%	89.8%
	GAP		-3.6%	-5.3%	-9.4%	-10.1%

School attainment data for 2025-26 shows that most learners are achieving expected levels in Listening & Talking (89.1%), Reading (82.1%), Writing (71.8%) and Numeracy (75.9%). Listening & Talking remains the strongest area across the school, while Writing and Numeracy continue to be the lowest attaining areas.

Compared with 2024-25, attainment has decreased across all curriculum areas:

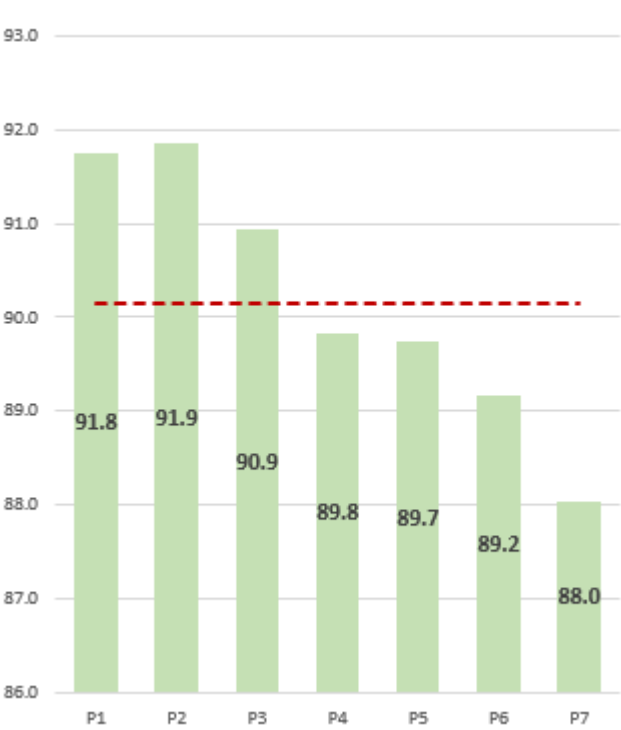
- Listening & Talking: 91.5% → 89.1% (-2.4%)
- Reading: 85.6% → 82.1% (-3.5%)
- Writing: 75.4% → 71.8% (-3.6%)
- Numeracy: 79.3% → 75.9% (-3.4%)

Despite the overall decline, attainment remains slightly above 2023-24 levels in Listening & Talking, Reading and Writing, while Numeracy remains below the 2023-24 figure of 81.0%.

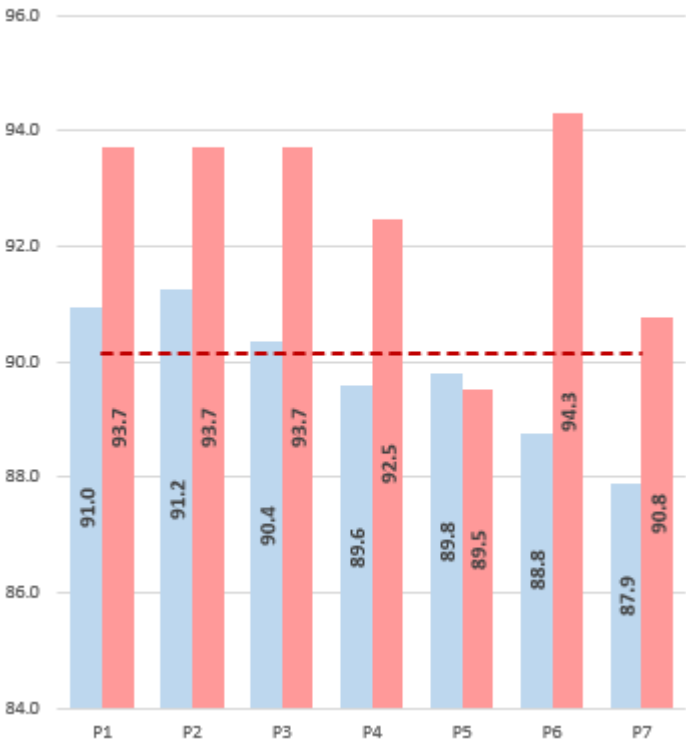
Attendance Data

Year	Attendance %	Attendance by SIMD		
		1 & 2	GAP	3-10
2025 - 2026	90.1%	89.7%	-3.3%	93.0%
2024 - 2025	91.8%	91.6%	-1.4%	93.0%
2023 - 2024	91.2%	91.1%	-0.6%	91.7%
2022 - 2023	89.9%	90.0%	-0.5%	90.5%
2021 - 2022	88.6%	89.0%	1.6%	87.4%

Average attendance % by stage against BGE average



Average attendance % by SIMD Band against BGE average



While attendance for learners in SIMD 3-10 has remained relatively stable over time, attendance among learners in SIMD 1-2 has declined, resulting in a growing equity concern. This suggests that targeted intervention and support for attendance should remain a key focus, particularly for those experiencing greater socio-economic disadvantage.

Key Strengths

- Overall attendance remains above 90%.
- Attendance has improved from the post-pandemic baseline of 88.6% in 2021-22.
- Attendance for SIMD 3-10 learners remains consistently strong at 93.0%.

Areas for Improvement

- Increase overall attendance towards the previous level of 91.8%.
- Develop targeted attendance strategies for learners in SIMD 1-2.
- Improve attendance in **upper school stages (P4-P7)**.
- Reduce the poverty-related attendance gap, particularly in **P6 and P7**.
- Develop targeted supports for pupils with attendance below 90%.
- Strengthen early intervention and family engagement approaches to prevent declining attendance as pupils move through the school.

Quality Indicators

1.3 Leadership of Change Good	1.3 Leadership of Continuous Improvement (ELC QIF) Choose an item.
Key Strengths • A strong and well-established culture of self-evaluation is evident across the school. Staff engage regularly in reflective practice and use a range of evidence sources to identify strengths and areas for development. This has resulted in improvement priorities that are clearly aligned to learners' needs and school context. • Staff increasingly demonstrate leadership at all levels through leading working groups, facilitating professional learning and contributing to school improvement priorities. Evidence indicates that distributed leadership is having a positive impact on professional engagement, collaborative practice and the capacity for sustainable improvement. • The school has a clear and effective strategic focus on inclusion, wellbeing and equity. Targeted interventions, supported through the effective use of PEF funding, are helping to reduce barriers to learning and contribute to improved outcomes for identified learners. • Learners are increasingly involved in leading change through pupil voice groups and leadership opportunities. There is growing evidence that learner participation influences decision-making and contributes to improvements in aspects of school life. • A strong collegiate culture exists across the school. Staff regularly share effective practice, engage in professional dialogue and support one another to improve learning and teaching. This collaborative approach contributes to greater consistency in practice and improved experiences for learners. Key Priorities for Improvement • Further strengthen leadership at all levels by increasing opportunities for staff to lead, implement and evaluate improvement activity, with a greater focus on evidencing the impact on learner outcomes. • Develop more robust approaches to self-evaluation, ensuring that evidence gathered demonstrates clear progress over time and supports stronger evaluation of impact. • Extend opportunities for learners to lead meaningful aspects of school improvement and to evaluate the effectiveness of changes made, strengthening learner agency and participation. • Further develop data-informed leadership by enhancing staff confidence in analysing attainment, wellbeing and engagement data to support strategic decision-making and targeted improvement planning.	

2.3 Learning, teaching and assessment Good	3.3 Learning, teaching and assessment (ELC QIF) Choose an item.
Key Strengths • Moderation and assessment practices are becoming increasingly embedded across the school, resulting in greater consistency in professional judgement and increased staff confidence when identifying learner progress and next steps. • Digital technology is having a positive impact on learner engagement, accessibility and independence, with the effective use of iPads and digital tools supporting participation and reducing barriers to learning for a wide range of learners. • The development of play pedagogy has enhanced learner engagement, curiosity and opportunities for active learning in the early years, contributing to positive learning experiences and increased learner motivation. • A strong culture of collegiate professional learning is evident across the school. Staff-led professional learning and collaborative enquiry are supporting the sharing of effective practice and driving improvements in learning and teaching. • Inclusive approaches are well established, with dyslexia-friendly strategies, digital supports and interdisciplinary learning contributing to improved access, participation and equity for learners. • Learners experience positive relationships and a nurturing environment which supports wellbeing, engagement and readiness to learn. • Staff demonstrate a strong commitment to continuous improvement and are increasingly using collaborative approaches to evaluate practice and drive school improvement priorities. Key Priorities • Improve consistency in high-quality learning and teaching across all classes, ensuring learners experience appropriate pace, challenge, support and differentiation regardless of stage or class. • Strengthen the use of assessment data to ensure interventions are targeted effectively, progress is tracked rigorously and attainment outcomes improve across literacy and numeracy. • Develop clearer progression pathways across literacy and numeracy to ensure learning builds systematically and supports sustained progress for all learners. • Enhance the quality and consistency of play pedagogy, ensuring high-quality play experiences lead to measurable improvements in attainment and achievement. • Embed a shared whole-school approach to digital learning and inclusive practice to ensure all learners benefit from consistently accessible and engaging learning experiences. • Further develop learner agency by increasing opportunities for learners to understand their progress, set meaningful targets and influence their learning. • Improve outcomes for identified groups of learners through targeted support and robust tracking, with particular attention to reducing attainment and attendance gaps.	

3.1 Ensuring wellbeing, equity and inclusion Very Good	4.2 Wellbeing, inclusion and equity (ELC QIF) Choose an item.
Key Strengths • A highly effective nurturing ethos is evident across the school, with positive relationships and inclusive practices contributing significantly to learners' sense of belonging, engagement and wellbeing. • Targeted and universal wellbeing supports are having a measurable positive impact, with evidence demonstrating improved self-regulation, increased engagement in learning and a reduction in behaviour incidents for identified learners. • Learner voice is well embedded within the school culture, with pupils making meaningful contributions to decision-making and school improvement, fostering ownership, responsibility and leadership skills. • Achievement of the Silver Rights Respecting School Award reflects the school's strong commitment to embedding children's rights and participation within everyday practice, resulting in learners demonstrating an increased awareness of their rights and responsibilities. • Learners consistently report that they feel safe, valued and respected within the school community. A strong focus on wellbeing and equity has created a positive learning environment where learners are supported to thrive. • Wellbeing approaches are increasingly supporting equitable outcomes, with targeted interventions helping to remove barriers to participation and engagement for vulnerable learners. • Collaborative partnerships between staff, pupils and families contribute positively to wellbeing outcomes and help ensure support is responsive to learners' needs. Key Priorities • Further strengthen consistency in nurturing and regulation approaches across all learning environments to ensure all learners experience predictable and effective support. • Increase learners' capacity to independently identify, select and apply appropriate wellbeing and regulation strategies, developing resilience and self-management skills. • Enhance the use of wellbeing data to support early identification of need, evaluate the impact of interventions and inform targeted support planning. • Extend meaningful opportunities for learner participation and leadership, ensuring pupils across all stages can influence decisions that affect their learning and school experience. • Strengthen the evaluation of engagement initiatives to better understand their impact on attendance, participation and learner outcomes. • Further develop approaches that support attendance and engagement for identified groups of learners, reducing inequity and improving wellbeing outcomes.	

- Ensure wellbeing interventions are consistently monitored and reviewed to demonstrate clearer links between support provided and improvements in learner outcomes.

3.2 Raising attainment and achievement/Securing children's progress Good

4.3 Children's progress (ELC QIF)

Choose an item.

Key Strengths

- Strong Early Level attainment demonstrates the positive impact of high-quality play-based pedagogy, with learners showing high levels of engagement, motivation and readiness to learn.
- Targeted interventions are increasingly effective in addressing individual learning needs, contributing to improved learner progress and helping to reduce barriers to attainment for identified pupils.
- Inclusive approaches, including dyslexia-friendly strategies, interdisciplinary learning and digital supports, are enhancing equity and accessibility, enabling a greater number of learners to participate successfully in learning.
- Improved tracking systems and moderation processes are strengthening the accuracy and reliability of professional judgement, leading to a clearer understanding of learner progress and attainment across the school.
- Investment in digital learning and staff professional development has enhanced the quality of learning experiences, resulting in increased learner engagement, independence and access to appropriate support.
- Collaborative approaches to assessment and planning are supporting greater consistency in expectations and contributing to a more coherent learner experience across stages.
- Attainment data indicates that many learners are achieving expected levels, reflecting the positive impact of ongoing improvements in learning, teaching and assessment
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Key Priorities

- Raise attainment in writing across all stages, with a particular focus on improving outcomes in the upper school where attainment is less strong.
- Strengthen progression pathways to ensure learners consistently sustain, consolidate and extend their learning as they move through the school.
- Improve consistency in learning and teaching to ensure all learners experience high-quality, appropriately challenging learning opportunities regardless of stage or class.
- Enhance the use of tracking and assessment information so that it leads to more targeted interventions, informed planning and measurable improvements in attainment.

- Continue to reduce attainment gaps through evidence-based interventions and robust evaluation of their impact on learner outcomes.
- Increase learner challenge and depth of learning to support higher levels of achievement, particularly for those capable of attaining beyond expected levels.
- Further strengthen the use of data-informed approaches to identify trends, target support and evaluate the effectiveness of improvement strategies.

Key Achievements of the Establishment

Awards and Recognition

- Silver Rights Respecting School Award: The school successfully achieved the Silver Rights Respecting School Award, recognising the significant progress made in embedding children's rights across the life and work of the school. Learners now have an increased understanding of their rights and responsibilities and are actively involved in shaping aspects of school improvement and decision-making.
- Silver Reading Schools Award: Achieving the Silver Reading Schools Award reflects the school's commitment to creating a positive reading culture. Through a range of literacy initiatives and opportunities to read for enjoyment, learners have become more engaged with reading and increasingly view themselves as readers both within and beyond the classroom.
- Emotion Works Bronze Award: The school achieved the Emotion Works Bronze Award in recognition of the work undertaken to embed emotional literacy across all stages. Learners are increasingly able to identify, understand and talk about their emotions using a shared language, supporting improved wellbeing, relationships and self-regulation.
- Active Schools Volunteer of the Year Award: Mrs Bradley, Senior Clerical Assistant, was awarded Active Schools Volunteer of the Year in recognition of her outstanding contribution to supporting physical activity, wider achievement and participation opportunities across the school community.

Faith, Values and Community

- Pope Francis Faith Award: All Primary 7 learners successfully completed the Pope Francis Faith Award, demonstrating leadership, service and commitment to living out Gospel values through faith in action.
- First Holy Communion and Confirmation: The celebration of First Holy Communion for Primary 4 learners and Confirmation for Primary 7 learners strengthened links between home, school and parish while supporting learners in their spiritual development.
- Pilgrims in the Park: Learners participated in Pilgrims in the Park alongside cluster schools, providing opportunities for shared prayer, reflection and faith development while strengthening community connections.

- MISSIO and Foodbank Support: Learners actively supported local foodbanks and contributed to MISSIO fundraising activities, developing an understanding of social justice, compassion and global citizenship.

Leadership, Skills and Participation

- Skills Academy: The Skills Academy provided opportunities for learners to develop communication, teamwork, creativity and problem-solving skills through practical and engaging learning experiences.
- Parent Voice Group: A new Parent Voice Group was established to strengthen parental engagement, enhance communication and provide meaningful opportunities for parents and carers to contribute to school improvement.
- Pupil Leadership: Leadership opportunities were expanded through groups including Young Leaders of Learning, Sports Leaders and the Rights Respecting Schools Group, helping learners develop confidence, responsibility and leadership skills.
- Dyslexia Friendly Group Leadership: The Dyslexia Friendly Group played a central role in selecting resources, designing classroom support boxes, leading assemblies and creating digital resources to promote inclusive practice across the school.

Learning, Inclusion and Innovation

- Digital Learning and Inclusion: The introduction of 30 iPads and access to IDL enhanced digital learning opportunities and improved accessibility for learners, particularly those with dyslexia and additional support needs.
- Staff and Pupil Digital Leadership: Staff and learners worked collaboratively to promote digital learning, including peer training, digital resource development and the sharing of effective inclusive technology practices.

Sporting Success and Wider Achievement

- Cloch Club Football Champions: Our Primary 6 football team became Cloch Club Champions, demonstrating determination, resilience, teamwork and sporting excellence.
- Our commitment to sport for learners throughout the school offering participation, competition and celebrating success at monthly assemblies.

These achievements reflect our school's continued commitment to excellence, inclusion and equity. They demonstrate success not only in attainment and learning, but also in faith development, leadership, wellbeing, community engagement and wider achievement. Together, they highlight the many ways in which learners at All Saints are supported to flourish as successful learners, confident individuals, responsible citizens and effective contributors.