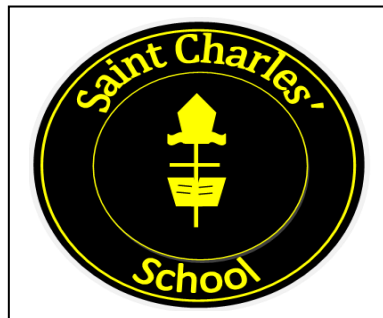




St Charles' Primary School & Early Learning Childcare Class

School Improvement Plan 2025/26

Planning framework

As part of Children's Services, **St Charles' Primary School & ELCC** has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

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

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Our Vision

The vision of **St Charles' Primary School** is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best. Our School Motto "*Where you are Loved, Included and Respected*" reflects our vision.

Our Values



Our Aims

In **St Charles' Primary School** we aim to:

- Provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.
- Create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ's Gospel values
- Enable learners to realise their full potential through the provision of high-quality learning opportunities which encourage independence & co-operation in learning.
- Support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
- Ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.
- Provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.
- Develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.
- Ensure the school's approach & commitment to improvement through self-evaluation, and high-quality leadership at all levels, maximises pupil attainment & achievement.

Who did we consult?

To help identify our priorities for improvement, we sought the views of **pupils, parents, staff members & other partners.**

We used a variety of methods to collect the views of those who are involved in the life and work of **St Charles' Primary School & ELCC** such as

Pupils	Parents
• Pupil surveys/questionnaires • Class discussions about specific aspects of school life • Regular Golden Ticket Tea Parties with HT involving pupils at all stages • Individual Pupil Learning Conversations (with HT) • Pupil Focus Group Meetings (with HT) • Pupil Target Setting P1-P7 • Participant Evaluations from special events	• Parental surveys/questionnaires • Monthly Newsletters • Annual pupil reports • Bi-Annual Teacher/Parent Appointments • Parent Hub Meetings • School App • SeeSaw • Individual Home Visits • 'Meet the Teacher' Appointments for pupils with additional support needs. • Team Around the Child (TAC) Meetings for pupils with additional support needs
Staff	Partners
• Planned Programme of Collegiate Activity supported by annual Working Time Agreement. • Staff meetings / In service days / Curriculum Development Sessions • Use of HGIOS/ HGIOELC for self-evaluation and regular use at staff collegiate sessions • Continuous review and update of policy and practices • Individual Leadership Roles & Practitioner Enquiry • Individual Forward Plan feedback/Target Setting/ Monitoring feedback • Team Around the Child, Transition, and Interagency meetings • Formal and informal individual discussions • Individual Professional Review and Development /Professional Update meetings	• Various Personnel who have engaged with school & ELCC this session eg Flexible Learning Resource (West & St Paul's), Home Link, English as Additional Language & Sensory Support Teams. • Educational Psychology Service annual service level agreement used to support training, research & development. • Collaborative working with ONE REN staff Active Schools Co-ordinator & Active Schools Coaches • Programme of regular meetings HT/Service Delivery Officer to ensure 'Best Value' in use of School Budget and Pupil Equity Fund (PEF) • St Charles' RC Church Saint Vincent De Paul Group who support individual children & families. • Cluster Headteacher Meetings • Transition Meetings with Secondary Colleagues • School review process in partnership with link Education Manager • Community partners & volunteers.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan.

We do this through a planned programme of quality assurance activities which is devised and agreed by all staff at the beginning of each new session. In 2025/26, this will include some, if not all, of the following monitoring and evaluation strategies.

- Self-evaluation activity using a variety of documentation & tools including ‘How good is our school 4?’ ‘How good is our early learning and childcare?’ ‘The National Care Standards, The Scottish Social Services Council Codes of Practice & The General Teaching Council’s Professional Standards.
- Staff Collegiate Meetings
- Senior Leadership Team (SLT) & Extended Leadership Team (XSLT) Meetings
- Pupil Leadership Group Meetings
- Individual Learner Conversations
- Pupil Focus Groups
- Pupil Assemblies
- Observations of Learning & Teaching
- “Show Me What You Know” Playroom visits
- Scrutiny of Whole School Data Set by SLT
- Scrutiny of Class Group & Individual Pupil Data information by Classteachers
- Sampling of pupil work & learning targets by XSLT
- Termly Professional Dialogue & Attainment Meetings – HT/Departmental DHTs/Class Teachers
- Termly Planning, Assessment & Moderation (PAM Teams) meetings
- Individual Child’s Plans regularly reviewed and revised (including Co-ordinated Support Plans)
- Parent, staff, learners & partners’ questionnaires/surveys
- Professional Review and Development for all staff
- Practitioner Enquiry & Sharing Good Practice Sessions for teaching staff.
- Observations/feedback from professional collaborators - Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher
- Review and update of policy and practices in school & ELCC, as required.

As well as these strategies *pupil attendance & behaviour, exclusion statistics and parental concerns/complaints* are all monitored on an ongoing basis.

The school’s staged intervention framework provides a forum for effective partnership working with external agencies.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 –Develop high quality learning, teaching and assessment leading to improved attainment and achievement in aspects of literacy & numeracy
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

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

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Developing in Faith

Honouring Jesus Christ as the Way, the Truth & the Life

Developing as a community of faith & learning

Promoting Gospel values

Celebrating and worshipping

Serving the common good

Rationale for change
Literacy (Reading in School)

Academic session 25-26 Achievement of a Level (ACEL) data shows the following % of children who are **on track** & number of children **not yet on track** to achieve expected levels in reading.

	% of pupils on track	No of pupils not on track
P1	84%	8
P2	87%	5
P3	88%	8
P4	80%	10
P5	80%	10
P6	73%	9
P7	93%	5

Targeted interventions will be actioned session 25-26 for identified learners across the school in response to individual pupil attainment levels in reading.

Outcome and Expected Impact

By September 25 Literacy Action Plan for School & **ELCC** will be agreed by key personnel & shared with staff teams.

By January 2026 Literacy Lead will supplement the portfolio of high-quality evidence already collated to finalise submission for the Reading Schools GOLD award.

January 26- April 26- A universal offer of family learning sessions will be provided for children with spaces reserved for targeted children from families affected by poverty.

Measures

GL standardised assessment scores
SNSA results
Collation of formative & summative assessment information

Sampling of pupil work

SLT Learning Visits- observations of targeted interventions agreed at termly Professional Dialogue & Attainment Meetings - individual feedback & general feedback on themes, strengths & next steps in development.

Engagement reports from Reading Eggs Subscription will allow literacy lead practitioner to track pupils accessing support in school &/or at home.

Interventions

Class teachers will access & analyse pupil performance data at key points in the academic year, to support the planning of individual/small group classroom-based interventions for children who are underachieving. Planning cycle will be in tandem with termly Professional Dialogue & Attainment meetings. Protected time from collegiate sessions will facilitate these data conversations.

(September 25/January 26/April 26)

School's Literacy Lead Practitioner will: -

- Devise an action plan to ensure Reading for Pleasure is promoted across the school for all children.
- Provide monthly drop-in surgeries for staff **(October 25-April 26)** to offer advice & guidance to teachers & support staff on implementing specific reading strategies. In addition, classroom modelling & coaching

Results from Staff Survey (February 25) showed that 45.5% of teaching staff did not yet feel confident in using the new reading resource purchased Session 24-25 (BIG CAT). Staff commented the need for more time to increase skill & confidence. 25-26 will be Year 2 of our plan for renewed focus on the teaching of reading skills across the school & ELCC. There is a need to continue to improve pedagogy & practice of staff, building on the professional learning undertaken last session on the teaching of reading skills.	By June 26 the following aspirational targets will be achieved in reading. <table><tr><th>Stage</th><th>Aspirational Target</th></tr><tr><td>P1</td><td>78%</td></tr><tr><td>P2</td><td>84-87%</td></tr><tr><td>P3</td><td>87-89%</td></tr><tr><td>P4</td><td>88%</td></tr><tr><td>P5</td><td>80- 83%</td></tr><tr><td>P6</td><td>80- 83%</td></tr><tr><td>P7</td><td>73- 75%</td></tr></table> By June 2026 almost all children will score 80% in Reader Engagement Survey demonstrating a high level of pupils Reading for Pleasure. <i>* (Pupils residing in SIMD 1-3 who are/are at risk of underachieving)</i>	Stage	Aspirational Target	P1	78%	P2	84-87%	P3	87-89%	P4	88%	P5	80- 83%	P6	80- 83%	P7	73- 75%		is also available at the request of individual teachers. (PEF 0.1 FTE Teacher) ➤ Work collaboratively with ELCC Literacy Lead Practitioner to deliver a series of family learning sessions <i>Universal offer for all with protected spaces for targeted pupils*</i>
Stage	Aspirational Target																		
P1	78%																		
P2	84-87%																		
P3	87-89%																		
P4	88%																		
P5	80- 83%																		
P6	80- 83%																		
P7	73- 75%																		
<u>Literacy (ELCC)</u> <i>Literacy performance information in the ELCC was collated using the Early Years Progression Tool. While most learners are making good progress in learning & development scrutiny of this data set illustrated:</i> <i>-a need to further raise attainment in literacy performance for pre-school learners.</i> <i>-a need to focus on specific literacy milestones: syllables, letter recognition & mark making.</i> <i>-a need to reduce the performance gap relating to poverty, with the least disadvantaged outperforming the most disadvantaged learners by 9% in literacy.</i>	By June 26 an increase in pre-school children consistently meeting the milestones relating to syllables, letter recognition & mark making, will result in an overall increase in literacy attainment. Over 80% of the pre-school cohort will have achieved expected level: an increase of 5%. By June 26 all staff will be confident in using progression tracking information diagnostically to plan high-quality intentional experiences & responsive experiences for children, to support	<i>Playroom tracking information for all learners</i> <i>Regular reviews of Early Years Progression Literacy data for Pre-school learners (August 25/ December 25/May 26)</i> <i>Documentation from Termly Professional Dialogue & Attainment Meetings involving –DHT/Early Years Graduate, Keyworker(s) will demonstrate progress towards meeting literacy attainment target</i>	<i>We will extend learning opportunities for all children relating to specific literacy milestones (syllables, letter recognition & mark making). Opportunities will be made available indoors & outdoors</i> <i>ELCOs will observe & record progress of all learners in playroom trackers.</i> <i>Early Years Graduate will monitor & use playroom tracking information diagnostically to identify the gaps & support team to develop literacy learning interventions.</i>																

-a need to provide additional support to learners with English as an additional language.	the promotion & development of the early literacy skills of syllables, letter recognition & mark making. By June 26 all staff will be confident in using children’s interests, identified through observations, to engage and extend literacy learning opportunities. <
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Academic session 24-25 Achievement of a Level (ACEL) data shows the following % of children **on track** & number of children **not yet on track** to achieve expected levels in numeracy.

Stage	% of pupils on track	No of pupils not on track
P1	96%	2
P2	92%	4
P3	90%	2
P4	86%	7
P5	82%	9
P6	70%	11
P7	84%	11

Universally there will be a focus on numeracy with targeted interventions for individuals in P6 & P7, in response to the higher number of learners in current P5 & P6 cohorts not achieving expected level of attainment.

Concrete-Pictorial-Abstract (CPA) approaches will continue to be used in all classes as research indicates that this approach can improve outcomes for young children, by building a deeper understanding of mathematical concepts and making learning more interactive and engaging. Evidence suggests that the use of **Number Talks** programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities, particularly their fluency, flexibility and confidence. While **Number Talks** are in use in some classrooms there is a need for a more consistent and planned approach across all classes to raise attainment for all.

confident in making maths more interactive & engaging for learners as a result of the high-quality professional learning offered.

Number talks involving dot patterns, (5/10 frames, Numicon, Rekenrek etc) will take place daily in P1-3 through class routines/games/adult-initiated discussions. Number Talks will be evident in all P4-7 classes 3-5 times weekly.

By **June 2026** almost all teachers & support staff will be more confident and skilled in delivering **Number Talks** and **almost all** children will demonstrate increased ability to think flexibly within their number range.

By **June 26** we aim to reduce the PRAG in numeracy attainment to 3%.

Numeracy learning observations by SLT to include number talks & use of CPA approaches at all stages.

(October/November 25 & February/March 26)

All class timetables will reflect regular Number talks.

Support staff timetables will reflect targeted interventions being implemented to support learners in Numeracy at Second Level.

Pupil Focus Groups feedback on CPA & Number Talks (November 25 & April 26)

Staff evaluations of professional learning offer.

Participant evaluations from parental numeracy sessions.
(October/November 25 & February/March 26)

Whole school tracking information

multiplication ensuring that a progressive and uniformed approach is implemented.
(February 26)

Team implementing targeted interventions (0.4FTE Teacher & 1FTE Support Staff) will work closely with class teachers to identify specific targets to raise the attainment of identified learners **(PEF)**

Numeracy Lead(s) to offer monthly drop-In surgeries for all teaching and support staff to further professional learning in maths pedagogy -1 hour each month- attendance optional **(October 25 -April 26)**

Numeracy sessions will be offered to parents by school and/or partners **(October/November 25 & February/March 26)**
Primary 6 & SIMD 1-3 parents will be given priority if spaces are oversubscribed.

The 6% PRAG in numeracy attainment which currently exists across the school requires to be further reduced.			
<u>Numeracy (ELCC)</u> <i>Numeracy performance information in the ELCC was collated using the Early Years Progression Tool. Scrutiny of this data set illustrated:</i> <i>-a need to further raise attainment in numeracy performance for pre-school learners.</i> <i>-a need to focus on specific numeracy milestones: numerals, shape and temporal patterns.</i> <i>-a need to reduce the performance gap relating to poverty, with the least disadvantaged outperforming the most disadvantaged learners by 7% in numeracy.</i> <i>-a need to provide additional support to learners with English as an additional language.</i>	<i>By June 26</i> <i>an increase in pre-school children consistently meeting the milestones relating to numerals, shape and temporal patterns will result in an overall increase in numeracy attainment. Over 80% of the pre-school cohort will have achieved expected level: an increase of 5%.</i> <i>By June 26</i> <i>all staff will be confident in using progression tracking information diagnostically to plan high-quality intentional experiences & responsive experiences for children, to support the promotion & development of the early numeracy skills of numerals, shape and temporal patterns.</i> <i>By June 26</i> <i>all staff will be confident in using children's interests, identified through observations, to engage and extend numeracy learning opportunities.</i> <i>* (Pupils residing in SIMD 1-3 & children with English as an additional language who are/are at risk of underachieving)</i>	<i>Playroom tracking information for all learners</i> <i>Regular reviews of Early Years Progression Numeracy data for Pre-school learners (August 25/ December 25/May 26)</i> <i>Documentation from Termly Professional Dialogue & Attainment Meetings involving –DHT/Early Years Graduate, Keyworker(s) will demonstrate progress towards meeting numeracy attainment target</i> <i>Floorbooks & Planning documentation will provide detail of high quality intentional & responsive numeracy learning opportunities</i> <i>Numeracy learning opportunities will reflect children's interests identified through staff observations</i> <i>Children's individual learning books will highlight progress of significant learning in numeracy.</i>	<i>We will extend learning opportunities for all children relating to specific numeracy milestones (numerals, shape and temporal patterns) indoors & outdoors</i> <i>ELCOs will observe & record progress of all learners in playroom trackers.</i> <i>Early Years Graduate will monitor & use playroom tracking information diagnostically to identify the gaps & support team to develop learning interventions in numeracy.</i> <i>Early Years Graduate will populate Early Years Progression toolkit for all Pre-school learners and will access & analyse progression tracking data at key points in the academic year, to support the planning of targeted interventions required to close the attainment gap in numeracy for pre-school learners.</i> <i>(August 25/December 25/May 26)</i> <i>Progress of specific groups such as EAL learners will be closely monitored & Early Years Graduate will support keyworkers to plan and deliver targeted numeracy interventions when required.</i> <i>SNR ELCO will work collaboratively with School's Numeracy Lead Practitioner to deliver family learning sessions. Universal offer for all with protected spaces for targeted pupils. *</i> <i>(January 26- April 26)</i>

Improvement Priority 2 – Develop a cluster-based approach to skills development through moderation and practitioner enquiry

NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy	NIF 7 Key Outcomes Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality		Developing in Faith Honouring Jesus Christ as the Way, the Truth & the Life Developing as a community of faith & learning Promoting Gospel values Celebrating and worshipping Serving the common good
Rationale for change	Outcome and Expected Impact	Measures	Interventions
As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, and opportunities to develop skills for learning, skills for life and skills for work, focussing on literacy, numeracy and health and wellbeing. The Curriculum Improvement Cycle review in Scotland is systematic review process focused on ensuring the Scottish curriculum remains relevant and effective. A key aspect of this review is the identification of essential skills alongside subject-knowledge to better prepare students for future success. These essential skills, also known as transferable or employability skills, include communication, problem-solving, teamwork and self-management. Through cluster HT professional dialogue, it was evident that differing approaches to skills development were impacting on children’s ability to identify and apply skills	By September 25 In-house Planning, Assessment & Moderation (PAM) Teams will be re-established, working across levels using the national benchmarks. This will ensure high -quality learning experiences in the classroom, underpinned by assessment and moderation practice are provide. Holistic assessments with a focus on meta skills will be planned, executed & will be moderated at each level. By December 2025 almost all teaching staff will have an increased awareness and knowledge of skills development. December 25- June 26 Cluster Lead Practitioners will facilitate planning & moderation of skills focused IDL learning resulting in an empowered staff team	PAM team leads to collect feedback from staff & meet with Headteacher to share staff feedback. (October/January/April) Termly Professional Dialogue & Attainment Meetings – HT/Dept DHT/Class Teacher(s) will demonstrate progress made in meeting attainment targets. Pre/post Pupil Skills Survey Results (June 2025 /May 2026) will demonstrate an increase in confidence levels in relation to all aspects of skills development. Pre/post Staff Skills Survey Results (June 2025/May 2026) will demonstrate increased confidence in providing learner experiences focussed on skills development.	PAM Teams will meet termly in line with WTA to collaborate & share progress. (September/ December /April) PAM Team Leads will be identified at Early, First & Second levels. (ELCC) will be included at EARLY level) All documentation will be distributed at initial team meeting to ensure shared understanding of WHY & HOW the information gathered can be utilised to secure improved outcomes & raise attainment for learners. Training will be provided for all staff on Skills Development (IS DAY 3 October) to raise awareness and develop a shared understanding of skills within ➤ Self-management ➤ Social Intelligence ➤ Innovation

as they progressed through BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. In June 25 St Charles' Primary School P4-6 Pupil Skills Survey Results demonstrated that pupil confidence in relation to knowledge of skills required improvement in children's ability to • recognise & identify skills • articulate the language of skills • relate skills to real life contexts • link skills to world of work While P4-6 children scored on average 7 out of 10 on a confidence scale this is not yet reflected in daily lessons & skills development is not explicit in learning opportunities on offer. Staff Skills Survey results June 25, self-evaluation information and Professional Review and Development records, identified that professional learning was required in this area. Evaluation of PAM teams established 24-25 demonstrated that, while collaborative planning across levels using the national benchmarks has improved teachers' professional judgement and the moderation processes within our school, it would be beneficial for moderation to be further enhanced & again be extended beyond the school.	who trust and learn from each other, in order to enhance learners' experiences across our school By April 26 All teaching staff will have engaged with classroom-based research relating to skills development & will present their findings to cluster partners to share knowledge & understanding and any relevant data to support findings. By June 26 almost all children across all stages will have an increased ability to recognise and identify and talk about skills. By June 26 all children P5-7 will have increased opportunities to develop skills through learning activities and be aware of the skills they are developing. By June 26 almost all children P5-7 will be able to relate skills to real life contexts and demonstrate understanding of those skills. By June 26 SLT/Peer Learning Visits will demonstrate a more consistent approach in relation to skills development of learners. By June 26 almost all teaching staff will have increased confidence in teaching skills development through moderation with cluster stage colleagues.	General feedback from SLT Learning Visits will demonstrate the language of skills, the development of links to real-life contexts & the world of work is well established in the learning opportunities offered to children at each stage. Pupil focus groups will demonstrate a clear understanding of the skills children are learning & applying in different contexts & those requiring further development. Impact on learning & teaching will be evidenced though S-Ev 2.3 &/ or termly Professional Dialogue & Attainment meetings. All teaching staff will engage in professional enquiry relating to IDL skills-based learning and will be able to demonstrate positive impact on learners and/or learning & teaching approaches within their own class. Presentations will be made to cluster partner groups (April 26)	Staff will develop skills with pupils using evidence-based approaches such as: ➤ Renfrewshire Literacy and Numeracy strategies ➤ Talk4Writing Approach ➤ Stages of Early Arithmetical Learning ➤ Concrete-Pictorial-Abstract progression ➤ Playful pedagogy ➤ Enquiry based learning ➤ Outdoor Learning ➤ Digital Literacy ➤ STEM Establish a network of lead practitioners from the participating cluster schools to share and lead practice across the primary cluster. Identify a school lead practitioner who will develop a series of school assemblies to share a monthly skill focus which will be developed by all class teachers in the classroom setting. (PEF 6hrs commissioning) The ELCC Lead Practitioner (SNR ELCO) will develop a bank of learning prompts which can be used to ensure monthly skills focus is developed in the playroom setting, indoors & outdoors. Dec 25 – March 26 Cluster staff will work collaboratively in groups chaired by an identified lead practitioner to focus on ➤ Shared practice in relation to skills teaching ➤ Planning for Skills ➤ Research for Skills (Practitioner Enquiry) ➤ Create a planned project ➤ Trial within in own classroom environment ➤ Engage in peer visits ➤ Evaluation of impact and progress ➤ Plan next steps
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	<u>By June 2026</u> Cluster plan to be developed which will include staff working groups across stages in all associated schools. Groups will plan and share practice in relation to skills focused IDL learning experiences. This will be embedded into all cluster SIPs for session 26/27 to ensure a shared and continued focus for improvement.		Cluster Lead Practitioners will facilitate planning & moderation of skills focused IDL learning experiences. Collegiate hours will be protected across session 25-26 (6 Collegiate hours from WTA & 2 hours from IS Day 3 -October & 2 hours from IS Day 4- February) Session 2026 – 2027: Introduction of Skills Development Scotland Learner Profile to P5-7 pupils. Learners will record their learning journey reflecting on their development of skills across the curriculum.
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Improvement Priority 3 – Effectively meet the needs of all through inclusive practice based on nurturing approaches and trauma informed practice
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

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

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Developing in Faith

Honouring Jesus Christ as the Way, the Truth & the Life

Developing as a community of faith & learning

Promoting Gospel values

Celebrating and worshipping

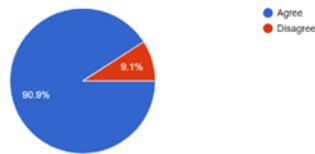
Serving the common good

Rationale for change	Outcome and Expected Impact	Measures	Interventions
A small number of pupils in our school demonstrate one or more of the following ➤ Emotional School Based Avoidance ➤ Chronic Non-attendance ➤ Dysregulated Behaviours ➤ Disengagement with learning Currently school exclusion figures are 12.9 per 1000 incidents compared to Renfrewshire Primary Schools figure of 5.5 per 1000 incidents. To reduce this figure there is a need to develop with all children, staff & service users a shared understanding of & appreciation for the importance of nurturing & trauma informed approaches which can be used to support all children in the mainstream school setting.	By October 25 planned & regular check-ins with key personnel will be established for all identified learners requiring this support. By October 25 bespoke timetabling arrangements & Child's Plans will be in place for all identified children requiring individualised support including alternative timetabling arrangements, support for attendance & engagement with learning. By December 25 the Extended Senior Leadership Team (XSLT) will have devised an action plan aimed at fostering a more nurturing environment for all staff to enjoy & thrive. By June 26 exclusion figures will be reduced by 50% or to match Renfrewshire Primary Schools figure, whichever is lower.	Glasgow Motivation & Wellbeing Profile (GMWP) tool will be conducted with all school-aged children to provide baseline information. (September 25) Re-issue GMWP to measure impact of classroom-based strategies implemented for all & the support offered to the children identified as requiring a more bespoke approach. (May 26) Headteacher will conduct reviews of check-in arrangements with pupils & key personnel to evaluate impact. (Jan 26/April 26/June 26) Learner conversations conducted by Departmental DHTs with children requiring more bespoke approaches in advance of planned Team Around the	All school & ELCC staff will be involved in training by REPs revisiting RNRA & Nurture Principles (August 15 Day 2- 2 hours) Health & Wellbeing Lead Practitioner(s) to be identified & Nurture Core Group to be re-established across school & ELCC. Core Nurture Group to meet regularly with REPS to review progress & plan next steps. (8 collegiate hours) Health & Wellbeing Lead Practitioner(s) will: ➤ Provide general feedback for staff re GMWP results & emerging these- areas on strength & areas for development- suggested strategies for all agreed. (September 25) ➤ Identify individual pupils for personalised support using data gathered from conducting GMWP with all learners (September 25) ➤ Use GMWP Data to collaboratively plan appropriate interventions with SLT for

Staff survey conducted January 2025 indicated that 9.1% of respondents felt there was a need to improve our nurturing environment for staff to enjoy & thrive.

I feel that as a staff team we have created a nurturing environment in our school for our staff

11 responses



St Charles' Primary School & ELCC achieved Renfrewshire's Nurturing Relationships Award (RNRA) at Level 3 in June 2023. Re-engagement with this evidence-based approach will enable us to work collaboratively with Renfrewshire Educational Psychology Service (REPS) to devise an action plan which is underpinned by research & professional learning to secure an environment & relationships which are emotionally supportive, predictable, reliable and consistent; where all children feel safe and secure, motivated and able to participate in the educational experiences we have to offer.

Using the UN Convention on the Rights of the Child (UNCRC) we will further develop our whole school approach to children's rights and human rights education. Children will learn about rights, through rights and for rights within a context of education as a right

By June 26 zero incidents of racially motivated bullying, including the use of racist language, will be recorded.

By June 26 we will achieve Rights Respecting Schools (RRS) SILVER Award Accreditation from UNICEF UK.

By June 27 all staff can integrate their knowledge of trauma & nurture principles (including EBSA strategies) into daily practice to effectively support learners in school & ELCC.

By June 27 we will achieve GOLD Level 4 RNRA Accreditation

Child (TAC) meetings to evaluate impact & provide updates to parents.

Child's Plan Quick Reference documentation reviewed & updated termly. **(October 25/Jan 26/April 26/June 26)**

Improved attendance for identified children including those affected by

- Emotional School Based Avoidance
- Chronic Non-attendance
- Dysregulated Behaviours
- Disengagement with learning

will be reflected in school attendance tracking information.

Evaluations from Cultural and Family events designed to celebrate diversity & promote Inclusion

Feedback from "Young Leaders of Learning" & updates on Citizenship Group action plan to HT/XSLT.

Formal Evaluation of the Session 25-26 "Young Leaders of Learning" Programme **(May 26)**

Power Point presentation(s) prepared & shared by "Young Leaders of Learning" with all pupils at departmental assemblies.

children identified as low scoring. **(October 25)**

- Conducted GMWP again with children identified as low scoring to measure impact of interventions. **(May 26)**
(PEF- 8 hours commissioning in total)

Training session exploring strategies that can be employed with children exhibiting EBSA will be provided by REPS. **(October IS Day 3- 2 hours)**

The engagement of additional 1.5FTE support staff will enable the development of targeted interventions including alternative timetabling arrangements, support for chronic non-attendance & engagement with learning to be prioritised. **(PEF)**

Lead Practitioner/TIG Teacher will track targets of identified individuals & specific groups with common features eg Care Experienced children **(PEF)**

Establish a Pupil Diversity Citizenship Group to influence & promote inclusion. This group will contribute to departmental assemblies to educate all pupils about race & cultural diversity.

XSLT will implement the actions detailed in agreed Staff Wellbeing Plan to secure improvements in satisfaction levels for staff.

Cultural and Family events and World of Work events will celebrate diversity & promote Inclusion **(October/November25 & February/March26)**

'Promoting Racial Literacy and Inclusion' will become a regular feature in our monthly school bulletin for parents **(Jan-June)** To inform parents

on our journey from BRONZE to SILVER accreditation. We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, "Scotland has a wonderfully diverse society & we are all, each & every one of us, equal citizens & stakeholders of Scotland." In St Charles' Primary School & ELCC we want to promote inclusion for all & celebrate the cultural diversity of our community. An increasing number of our families (19%) identify as being part of a minority ethnic group with 8% of our children residing in homes where English is an additional language. As a faith school, we aim to make our children aware of how we can build a more sustainable and equal world through focusing on the Serving the Common Good Theme in Developing in Faith and Laudato Si Goal 7 – Emphasis on Community. We will continue to raise the profile of "Laudato Si" to ensure our whole community are knowledgeable about Our Pledge & the work we undertake as a community of faith & learning. Participation in the Young Leaders of Learning Programme with a partner school (West PS) last session led to the introduction of positive changes related to Theme 1- Relationships such as: - Introduction of the Nursery Ambassador Role supporting literacy development of all participants.			how we are promoting racial literacy and suggest ways to support inclusive practices at home. Designated member of staff will lead a representative group of P6 children to work with Wallace PS pupils, evaluating the performance of both schools using the HGIOURS document. Based on this self-evaluation exercise it is hoped that positive changes can be introduced in St Charles PS & influence improvement in Wallace PS by these "Young Leaders of Learning."
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- School discos which were a regular feature in school calendar pre-pandemic have been re-instated. - Playground improvements including purchase of new small equipment & 11 aside football goals. This session we intend to replicate this success in new ways by working in partnership with another school (Wallace PS) to introduce new further change and improvement related to Theme 3- Our School & Community. The Young Leaders of Learning programme aligns with the UNCRC work we are undertaking across the school to obtain Rights Respecting Schools Silver Award this session.			
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