



St Charles' Primary School & Early Learning Childcare Class

Where you are Loved, Included and Respected

STANDARDS AND QUALITY REPORT June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Grace Hannigan

A handwritten signature in black ink, appearing to read "G. Hannigan".

Head Teacher

OUR SCHOOL

St Charles Primary school is a co-educational, denominational school situated in the south side of Paisley serving the immediate area and that of Alloway, Strathcarron & Hawkhead estates. The current school roll is 393 organised over fifteen classes. We are an increasingly diverse & inclusive community with 18.5% of our families identifying as being part of a minority ethnic group & 22% of our current pupils being bi-lingual, with English as their second language. 15.5% of our children have an identified additional support need & 51% of our children reside in households designated as Scottish Index of Multiple Deprivation (SIMD) 1-3*. Almost one quarter of our current pupils attend by placing request.

Our Leadership Team currently comprises of a Head Teacher, 1 Depute Head Teacher, 1 Acting Depute Headteacher and 2 Principal Teachers. There are 19.29 teachers, 2 classroom assistants and 6.5 additional support needs assistants deployed across the school. In addition, the school can access services of a Family Wellbeing Worker, a music teacher, a peripatetic teacher for learners with English as an Additional Language, and a specialist teacher to support children with hearing & visual impairments. The clerical team supports the work of the school & ELCC and comprises 3 clerical officers and a peripatetic service delivery officer. Soft Services (Cleaning, Catering & Janitorial) are provided by 3 on-site Senior Facilities Operatives who manage the team of 4 catering and 3 cleaning staff. We also have a part-time lunch assistant in the dining-hall each day. All staff take great pride in their work to ensure children have the best possible experiences & opportunities in a nurturing setting.

Our school has a very positive relationship with the Parent Council (known as Parent Hub) who are very active and supportive in the work they do for our school community. Our school has strong links with the Parish community of St. Charles' Church and in particular with our school Chaplain Canon Jim Duggan who assists in preparing our children to receive the Sacraments of Reconciliation (First Confessions), Holy Eucharist (First Holy Communion) and Confirmation each year. The Senior Leadership Team (Headteacher & Depute Headteachers) work closely with the Saint Vincent de Paul conference in the Parish to provide practical assistance to a number of families in our school community (shopping, supermarket vouchers & fuel credits)

The non-denominational Early Learning Childcare Class currently provides 48 full-time places for children 3-5 years and up to 10 full-time places for eligible children 2-3 years. Early Learning & Childcare Officers are deployed across the two different age groups to support learning in an age-appropriate environment. The Early Learning Childcare Class staff team comprises of a Senior Early Learning & Childcare Officer, 8.5 full-time equivalent (FTE) Early Learning Childcare Officers & 0.5 FTE Graduate, as well as 2 part-time support workers who support the ELCC children each day during lunch service.

We are an inclusive & nurturing school where differences & diversity are highlighted & celebrated, within the classroom setting & across our wider school community. The staff team strive to provide a supportive & nurturing learning environment where all children feel safe & are motivated to participate in the very best way they can.

The school has an established breakfast club which is a non-profit, paid service. This is accessed daily by up to 30 children & facilitated by school staff.

* Scottish Index of Multiple Deprivation (SIMD) range 1-10: SIMD 1 being most deprived/impacted by poverty and SIMD 10 being least deprived/least impacted by poverty.

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 VALUES



(Developed Session 23-24)

OUR AIMS

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.

To 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.

To enable learners to realise their full potential through the provision of high-quality learning opportunities which encourage independence & co-operation in learning.

To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.

To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.

To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.

To 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.

To ensure the school's approach & commitment to improvement through self-evaluation, and high-quality leadership at all levels, maximises pupil attainment & achievement.

SUCCESSSES AND ACHIEVEMENTS

In St Charles' we celebrate big & small successes & achievements of individual learners, as well as collective successes, at the monthly Golden Achievement Assemblies. Regularly congregating as a whole school community to share our achievements has had a positive impact on pupil motivation. Almost all children now readily share their own learning & wider achievements with others. Some of our more notable school successes & achievements from Session 25-26 are: -

Our school achieved the RRSA Bronze: Rights Committed School Award. This is the first stage in becoming a UNICEF UK's Rights Respecting School. We aim to achieve RRSA SILVER by June 26 & RRSA GOLD Award by JUNE 27.

After a visit to Primary 7 to observe a science lesson Mr McGoldrick (Acting Depute Headteacher) was awarded Science Teacher of the Year UK by the Primary Science Trust. We are all very proud of him!

As in previous years, school staff have provided lunchtime & "After the Bell Clubs" throughout the year, such as Book Club, Singing Club & FAB Club (family learning), to provide learning opportunities beyond the classroom. There were also a range of after school clubs provided by ONE REN, all of which have been fully booked & well attended.

14 Primary 7 children became members of Lunchtime Book Club with just under 90% of members attending each week and collectively reading over 30 books.

Pupils in the Singing club visited local care homes throughout the year, strengthening our community links & allowing our children to develop as responsible citizens & a greater understanding of the needs of others.

"FAB Club" is an after-school family learning offer which was established pre-covid & continues to thrive. Extended families are invited to participate in 4 weeks of family learning opportunities relating to Food/Activity (STEM)/Books. This year 12 families were involved. Session 24-25 attendance was 100% each week & was highly evaluated by all participants, children, parents & staff. As in previous years staff recognise the positive impact this has on home/school partnership working and remain committed to providing these opportunities. It was great to see 3 children bringing their grandparents along this year.

In partnership with Renfrewshire Library Services, we hosted a series of bedtime reading sessions in the Skoobmolile for P1 children & parents. All families attending were encouraged to join the library with 100% of participants availing of this offer & proceeding to borrow books to share at home.

Senior pupils hosted a Christmas Event for over 40 older persons in our community. 'Carols by Candlelight' Concert was an afternoon of food & entertainment for grandparents & senior members of St Charles Parish congregation. This event raised £369.98 for Renfrewshire Toy Bank. Every year we host a Strawberry Tea for senior citizens in the local community providing food & entertainment. This year the event was attended by 50 grandparents and elderly members of our Parish congregation. The event was highly evaluated with 100% of participants indicating they would attend a similar event in the future if given the opportunity. The ELCC hosted a Spring Celebration Afternoon Tea with entertainment with 40 adults attending. These events provide a context for children to apply a wide range of skills and develop as confident individuals, effective contributors & responsible citizens in a fun & active way.

Dolly's Imagination Library Ambassador (ELCC) hosted a "Literacy Hoedown" to celebrate ELCC achieving our target of 100% children being registered. The event was highly evaluated by the 30 parents who attended, and it was great fun for all the children. Several themed Book Bug sessions were also hosted throughout year including one for St Andrews's Day to celebrate our Scottish culture.

The ELCC were successful in securing £3000 from Education Scotland's Food for Thought: Education Fund. This enabled ELCC staff to host cookery sessions for 24 pre-school, children & families to complement the existing "Stay & Play" arrangements throughout the year. All 24 children gave the activity 4- or 5-star rating with parental feedback reflecting the benefits to participating families.

ELCC learners (3-5 years) participated in a 4-week community project with other local childcare & education services. The project ended with a BIG celebration & storytelling event in Todholm Primary School. This project has helped to create a stronger professional network for staff & strengthen collaborative working, which children have benefitted from.

"The Best Seat in the House" assemblies were hosted by at each stage across the school this session. All parents were invited to attend & share in their child's learning. Evaluations reflected that 94% of parents/carers felt that this was worthwhile with 92% stating that it had allowed them to find out more about what their child is learning in school.

All classes participated in "Open Doors Days" at key points this year. These events provide an opportunity for parents to experience their child's learning environment and allows them to share in some learning experiences. Evaluations showed that 98% of parents/carers found this to be beneficial with 96% indicating they would like the opportunity to attend again in the future. 90% of the adults attending felt that this opportunity gave them a greater understanding of their own child's learning.

This session we developed a new partnership with Adult and Family Learning Services. Every child Primary 3-7 in our school had the opportunity to visit Southend Action Centre where high-quality, age-appropriate learning experiences were offered by the Learning & Development team in collaboration with school staff. Activities were well planned, well-structured and resourced but more importantly they were fun and engaging for our children. 218 children, 20 parents and 8 school staff were involved in this initiative. A "Talk Learn and Do" course was also offered in school for interested families. As a direct result of this new partnership, families are now participating in a range of events at Southend Action Centre including some who are accessing family activity days over the summer holiday period.

We have continued to develop our links with Lochfield Bowling Club this year. Small groups of P6 children visited the club for an introduction to the sport & with 88% of pupils saying they "enjoyed the experience & would do it again".

In February 50 Primary 7 pupils & 5 staff participated in the annual residential trip to Dumfries House which offers many opportunities for children to develop physical, emotional, social & intellectual skills. Many children were able to experience activities for the first time such as, climbing wall & archery.

A group of P6 children were involved in a project with pupils from West Primary School called "Young Leaders of Learning". Using an education resource to support learner participation in self-

evaluation & school improvement (How good is OUR school?) the children had reciprocal school visits, collaborated to devise a plan and to develop & action ideas. Our children were invited to showcase the excellent work they had undertaken at a Renfrewshire Children's Services training event.

This year P7 children were again invited to attend Bikeability training for 8 after school sessions. This was delivered by a member of school teaching staff in partnership with One Ren staff & supported by a volunteer. 22 pupils completed Level 1 (6 more pupils than last year) and 19 pupils completed Level 2 (10 more than last year).

We have had several partners visit throughout the year to enhance our existing curriculum offer. Including voice coaches from NYCOS Singing Choir to work with P5 pupils & children in the ELCC. St Mirren FC Street Stuff coaches delivered a programme of football skills sessions for children & families making links to numeracy learning.

Renfrewshire Council's Health & Wellbeing Officer delivered a series of school assemblies to all children exploring mental health with a particular focus on managing anxiety & providing children with practical tools they could use if feeling anxious.

The whole school heard motivational speaker from "Breaking Limits" talk about "Turning Disability into Possibility" to explore the concept of inclusion & the challenges that disability can present. In addition, P7 pupils had a practical workshop and a Q&A session.

Several STEM events were offered including stage assemblies delivered by "STEM with Mr N" which demonstrated STEM in our everyday lives & contexts to P1-7 children. Royal Navy Engineering workshops for P5-7, Institute of Engineering & Technology visit to P7 and Microbit Ambassador sessions with P4.

The contributions from all these experts provided professional learning for teaching staff & enhanced the learning opportunities already on offer in our school.

Successful transition arrangements are in place for all learners & enhanced transition for pupils with additional support needs especially when transferring into primary & onto secondary education. Communication passports continue to be used at each stage as a means to share successes & achievements of children with Autism

Fundraising – every year we acknowledge World Haemophilia Day & fundraise for Haemophilia Scotland. We use this as an opportunity for peer education as we have a pupil in the school who is affected by this condition. This year he made a presentation during a special assembly about the condition & the important work the charity does, the children all wore RED to school & we raised £233.91 for the charity.

P7 pupils raised £1030 by taking part in a sponsored Santa Dash in December. This almost met the full cost of purchasing a leavers hoodie for all P7 children. The same year group raised £600.70 by organising a Fun Day for the whole school. This allowed a monetary gift to be presented to Bishop John at Confirmation in April for MISSIO, his chosen charity. All other money raised at this event was used to meet costs associated with P7 end of year leavers events & activities.

The annual Easter raffle of chocolate hampers & Easter goods sale organised by the P7 children raised £363.78 for Missio. As part of our Lenten alms giving 355 easter eggs were donated by families & partnership with Steven Cameron Funeral Directors were all distributed to children across Renfrewshire.

All charitable fundraising efforts help our children develop and understanding of the impact of poverty on the lives of many, locally & globally, & our call from Christ to "Serve the Common Good."

This year P6 & P7 “After the Bell” Drama Club staged two evening performances of “Disney’s Aladdin”, to a packed hall. The children raised £628 through ticket sales & raffles at the event. This money was re-invested to purchase performance license, costumes, props & other items required for the show.

Religious Life/Faith Formation:

35 of our P4 pupils received first sacraments (Reconciliation & Holy Eucharist) in the school & parish. 39 of our P7 pupils received the sacrament of Confirmation from Bishop John in St Mirin’s Cathedral. 56 of our P7 pupils have gained accreditation in the Pope Francis Faith Award with 19 of those children receiving a Parish commendation.

The Travelling Crib continues to be used during the season of Advent by P2 pupils & families while the Travelling Rosary during May by P4. These resources are endorsed by the Diocese of Paisley.

Participation was high again this year with many families taking part & praying as a family.

As we prepare to celebrate the church’s Jubilee Year our chaplain organised a Pilgrims of Hope art competition. The winners & a selection of other entries have been displayed in the church hall. This showcases the children’s art & also the working partnership that exists between the school & parish.

Our pupil liturgy group, supported by one of our regular in-school adult volunteers, have been reading at parish masses on a Sunday morning and supporting the liturgies of class and school masses.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

The school has made **good** progress in achieving our school improvement priorities as detailed in School Improvement Plan 24-25.

Priority 1 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy & reading

During Session 24-25 a new reading scheme was introduced, supported by staff training which resulted in increased engagement, higher motivation and reading skills being reflected in reading survey completed by pupils May 25. The Literacy Lead has ensured that the profile of reading has continued to be central in our school. We have applied for & achieved Reading Schools GOLD accreditation.

A collaborative planning approach was introduced alongside a new policy on “Highly effective Learning & Teaching.” This ensured teachers’ professional judgements were as robust & accurate as possible and has resulted in greater consistency of practise across all stages with learners’ experiences being more closely aligned to the national benchmarks. Representatives from the **ELCC** team worked with Primary 1 teachers collaborating on aspects of planning, assessment & moderation of learning at early level.

We set aspirational performance targets for **reading attainment 24-25** & were successful in achieving within or above the range at all stages except Primary 6.

Stage	Aspirational Target	Actual Target Achieved
P1	71-92%	84%
P2	82- 92%	87%
P3	70-86%	88%
P4	64-77%	80%
P5	65-74%	80%
P6	77-88%	73%
P7	67-76%	93%

We aimed to increase literacy performance in **ELCC** by 10% with pre-school children consistently meeting the milestones relating to syllables, rhyme & letters. The Talk for Writing approach which has proved successful in raising attainment in writing for school-aged pupils was extended to include **ELCC** learners. Staff observations demonstrated that almost all children have increased engagement, enjoyment, perseverance and skill in writing activities. Progression data in June 25 showed that pre-school children had achieved 80% of literacy outcomes which was a 5% uplift from previous year. Practitioner confidence has also been measured & shows an increase.

We set a target of closing the Poverty Related Attainment Gap (PRAG) in reading attainment across the school by 4%.

We achieved this target, closing the PRAG in reading attainment & securing an inverse gap in reading of 5%.

We set aspirational performance targets for **numeracy attainment 24-25** & were successful in achieving within the range at almost all stages.

Stage	Aspirational Target	Actual Target Achieved
P1	94-96%	96%
P2	93%	92%
P3	88-95%	90%
P4	88-90%	86%
P5	65-78%	82%
P6	71-88%	70%
P7	72-78%	84%

An increase in pre-school children consistently meeting the milestones relating to shape, money and position resulted in an overall increase in numeracy attainment. Progression data in June 25 showed that pre-school children had achieved 80% of numeracy outcomes which was a 12% uplift from previous year.

We set a target of closing the 6.5% Poverty Related Attainment Gap (PRAG) in numeracy attainment across the school by 3%. We were unable to achieve this target this session with the PRAG in numeracy across the school remaining at 6%.

Priority 2 – Ensure that children experience inclusive learning & supportive relationships which will lead to positive life outcomes

The Headteacher worked closely with the Pupil Leadership Group (PLG) supporting self-evaluation activity based on How Good is OUR School (HGIOURS): Theme Five- Our Successes & Achievements. This resulted in increased involvement of Pupil Leadership Group in monthly Golden Achievement Assemblies & whole school events. It also allowed PLG to influence improvements in Wider Achievement tracking, such as inclusion of “roles & responsibilities” of individual learners being recorded & recognised.

Citizenship Groups were re-established with direct involvement of every child P5-7. Children P1-4 were given opportunities to influence change and be involved in decision-making through stage reps & in other ways. All Citizenship Groups provided updates & shared progress regularly at departmental assemblies. This allowed the whole school community to be kept informed of all developments.

P6 children were involved in Young Leaders of Learning project working collaboratively with West Primary School & as a result introduced a new Nursery Ambassador role. Nursery Ambassadors were invited to work in 3-5 ELCC playroom, sharing their skills & talents with the younger children through play.

At all stages the “Best Seat in the House” events had a Laudato Si’ focus. This allowed the children to share with parents & the wider community, our school’s pledge & the work they undertake to uphold this, as well as the UNCRC article(s) they were currently learning about. UNCR links were also shared with parents attending FAB Club sessions & other family learning events. Snapshots of learning in the school were used to create a “Laudato Si’ video & shared with the wider community.

The profile of UNCRC was prioritised when planning departmental assemblies & regular input was provided by Rights Respecting Schools (RRS) Citizenship Group. Anti-Bullying messages & information were regularly shared at departmental assemblies to ensure all children can recognise bullying behaviours & know what to do if they have any concerns. Our aim of achieving Rights Respecting Schools (RRS) Bronze Award Accreditation from UNICEF UK was met.

The ELCC staff were provided staff training on using the environment as “the third teacher” with a focus on the outdoor environment. This allowed staff to explore & understand some unfamiliar research-based pedagogical approaches, and in conjunction with individual professional enquiry focussed on the outdoor environment, it led to initiation of some changes & securing of improvements outdoors. This session the planned use of community space & local amenities was limited for several reasons, including staff absence. When possible, children were taken out into the community to visit amenities such as post-office, shops, building sites, Craggs Park & more recently the newly refurbished play area at Brodie Park. Groups of children continue to take part in Forest Kindergarten activities throughout the year & all children 3-5 were also involved in a community literacy project with other local childcare & education services. The totality of these experiences provides a curriculum which is flexible, hands-on, a allows children to initiate and guide their own learning experiences beyond the playroom using the space & amenities we have within safe walking distance of our school.

PUPIL EQUITY FUNDING

The Pupil Equity Fund (PEF) is additional funding allocated to schools by Scottish Government to close the poverty-related attainment gap (PRAG). When the Pupil Equity Fund was introduced in 2017-18 a detailed plan was devised in St Charles Primary School in consultation with pupil, parent & staff stakeholders. Now representative groups of children, staff & parents are used as consultants for an annual review of this plan. Each year the self-evaluation process allows staff to influence change & adaptations are made accordingly. This has allowed us to respond to the changing needs in our school community. Almost all of the funds allocated have been spent each year on human resources to help close the PRAG with only a small amount on purchasing resources.

St Charles' Primary school receives £89,425 each year & although PEF is allocated based on free school meal eligibility, staff professional judgement has been used to include additional children in the targeted interventions and approaches being implemented. All PEF spend to date has been focussed on targeted improvement activity in literacy, numeracy & health and wellbeing as well as promoting parental engagement in learning.

In Session 24-25 PEF was used to employ 0.8 FTE teaching hours & 1.0 FTE classroom assistant & as well as pay for commissioning, consumable resources to support family learning. This additional funding has allowed individuals & small groups of learners to work with a designated teacher and/or classroom assistant to remediate any gaps in learning. While this can often take place within the classroom setting an alternative flexible learning space has also been established & all support is provided bespoke to learner's needs. The selection of learners involved is based on robust assessment information & the interventions are planned in collaboration with the Senior Leadership Team & class teachers. Termly review by the Headteacher allows PEF to be used responsively to meet the changing needs in our school.

An annual subscription to GL Assessment provides the school with a suite of standardised assessments used with all learners. This allows us to be clear and specific about the impact of our interventions are making on learners' progress and supports teacher's professional judgements of pupil attainment. Information from Glasgow Motivation Wellbeing Profile is used to identify any wellbeing needs of learners and helps identify pupils who are becoming disengaged with learning to allow alternative approaches to be adopted. Robust & secure judgements impact on staff's confidence to plan next steps in learning and ensures children are continuously challenged with new learning opportunities.

In 24-25 PEF was used to tackle the Poverty Related attainment Gap (PRAG) which existed for reading & numeracy and to raise attainment in P6 which was the lowest performing cohort in June 2024. Using June 24 performance data, we set a target of closing the Poverty Related Attainment Gap (PRAG) in reading attainment across the school by 4% which was achieved & an additional gain of 5% was made. We set a reduction target of 3% in numeracy attainment across the school, and although we were unable to achieve this target this session PRAG in numeracy was marginally reduced from 6.5% to 6%.

As part of a refocus on learning & numeracy & reading teaching approaches, the Numeracy Lead practitioner worked with class teachers to identify specific interventions to raise the attainment of individual children in P6 & then provided in-class modelling & coaching supports, working directly with identified learners. In addition, professional learning was provided by Renfrewshire Council Numeracy Development Officer resulting in an upskilling of teachers at all stages in best practice

pedagogy using a Concrete, Pictorial, Abstract approach (CPA). Refresh sessions on Number Talks were provided for all teaching staff ensuring that a progressive & uniformed approach was implemented across the school. Additional elective sessions were offered each month for all staff to address any further professional learning needs in relation to maths pedagogy. Workshops on promoting positive maths and numeracy attitudes were offered to parents & also shared with support staff, demonstrating the important role of the adult in scaffolding pupil learning. In literacy a new core reading resource was introduced to increase pupil motivation for, and engagement with, learning. The Literacy Lead Practitioner provided advice, guidance & professional learning to support teaching staff in using the resource & specific reading strategies. Support staff also received training & additional support sessions were offered after school each month on a voluntary basis which several staff attended. Reading interventions for P6 target group were offered in small group tutorial settings with designated teacher and/or classroom assistants. Children in this group were also involved in a shared reading initiative with an adult volunteer as well as some other children identified at other stages as reluctant readers. The new core reading resource was evaluated positively by the children and the Reader Engagement Surveys issued in Sept 24 & May 25 demonstrated increased motivation & engagement with reading. Quality improvement visits to all classes to observe targeted interventions have demonstrated a more consistent approach in the teaching of reading. Identified learners have been tracked & interventions evaluated.

As in previous years PEF supported a universal & targeted offer of Family Learning opportunities throughout the year, sharing strategies with parents that can be used at home to support their child's learning. Some examples of events & activities are: -

P1 Bedtime Stories in partnership with RC Library Services (Skoobmobile), P2 Stories by Fairylight, P1-P3 Family Book Gifting Event, P4 & 5 Bingo, Books & Buns, P6 Numeracy Child & Parent Workshops, P7 Bingo, Books & Buns Abroad (Spanish). In partnership with St Mirren FC we hosted a series of sessions for children & parents making links between numeracy & football and the ever popular FAB Club (Food/Activities (STEM)/Books) ran again. All events were positively evaluated & well attended by families.

In our efforts to close the educational attainment gap for children and young people affected by poverty we are always mindful of those who may experience disadvantage for other reasons such as poor parental health, care-experienced & any other disadvantage related to a protected characteristic. Families of children who are identified underachieving & disadvantaged in any way are always given priority to all family learning events.

KEY STRENGTHS OF THE SCHOOL

- ★ A nurturing & inclusive environment.
- ★ High staff expectations of pupil behaviour & attainment resulting in happy & motivated learners.
- ★ Effective systems for tracking attainment & supporting individual learner needs.
- ★ Positive home/school relationships with a committed & supportive Parent Hub
- ★ Partnership with the church offering spiritual & practical support to children and families.
- ★ Positive teamwork: enthusiastic, hard-working staff teams in school & ELCC.
- ★ Effective leadership at all levels including pupils.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made **good** progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Improvement Priority 1-** Increase attainment in Literacy and Numeracy
- **Improvement Priority 2 –** Develop a cluster-based approach to skills development through moderation and practitioner enquiry
- **Improvement Priority 3-** – Effectively meet the needs of all through inclusive practice based on nurturing approaches and trauma informed practice

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council (Parent Hub) meetings, responding to questionnaires/surveys and by completing evaluations at school events.