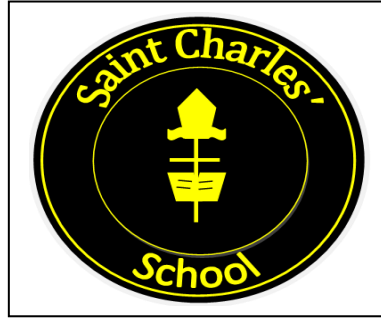




St Charles' Primary School & Early Learning Childcare Class

School Improvement Plan 2026/27

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 quality review process in partnership with link Education Manager • School Inspection process in partnership with Education Scotland (HMle) • 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 2026/27, 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 – Increase the rigour of quality assurance activities & streamline data systems to ensure consistently high-quality learning teaching & assessment			
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
After a school inspection undertaken by His Majesty's Inspectors of Education the summary of inspection findings published in March 26 stated- <i>"Senior leaders have created an appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. They implement these activities systematically across the year. Senior leaders undertake classroom observations, review children's work and talk to groups of children about their learning. In addition, they hold helpful termly discussions with teachers regarding children's attainment and progress. The headteacher should increase the rigour of quality assurance activities to ensure that the activities support consistent high-quality learning, teaching and expectations, and inform strategic planning".</i> <i>It also stated that "All staff contribute to self-evaluation using How good is our school? 4th edition. Senior leaders gather the opinions of</i>	By April 27 the XSLT will have streamlined the digital tracking systems currently in use to improve the accuracy of data & will ensure this is routinely accessed by all teaching staff to support curricular planning. Consistently high-quality teaching, assessment & learner feedback will lead to better pupil progress & increased pupil engagement, independence and ownership of learning Completion of cohort trackers for non-legacy learners will allow clearer identification & tracking of pupil progress by class teachers, which in turn will improve accuracy and consistency of teacher judgement Data driven decision making will lead to targeted pupil support interventions & improved attainment across literacy	High-quality teaching, assessment & learner feedback will be obvious in all lessons/classes General feedback on learning visits will show an increased consistency & that agreed whole-school approaches are consistently evident in classes (e.g. pupil feedback, play pedagogy, skills) Individual feedback will be recorded and shared within a timeframe agreed collegiately & follow-up observations will demonstrate evidence of improvement in relation to agreed next steps Quality assurance activities including sampling of pupil learning &	➤ Professional learning on high-quality feedback & higher-order questioning techniques will be provided for all staff by RC Literacy Development Officer & other external partner TBC (Working Time Agreement -8 hours) ➤ Short-life working group will be established to devise whole-school Learning, Teaching & Assessment framework (non-negotiables) and review existing documentation for SLT & Peer Learning visits to ensure these remain fit for purpose (September 26) ➤ Quality Assurance activities will include focused learning visits by SLT, followed by timely, constructive feedback meetings to support professional reflection and improvement in teaching practice across the school.

staff, parents, and children well to identify areas for improvement. They communicate the results of surveys to the school community through assemblies and newsletters. Senior leaders use a range of data, including this stakeholder feedback, to help them identify priorities for the school improvement plan (SIP). Senior leaders should now streamline their systems to make sure all data gathered is accurate and reliable”.

Literacy (Reading)

In June 26 Achievement of a Level (ACEL) data showed the following % of children who are **on track** & number of children **not yet on track** to achieve expected levels in reading.

Stage	% of pupils on track	No of pupils not on track
P1	83%	7
P2	85%	10
P3	78%	11
P4	86%	8
P5	81%	11
P6	86%	8
P7	80%	10

Numeracy

In June 26 Achievement of a Level (ACEL) data showed 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	85%	6
P2	98%	1
P3	92%	4
P4	84%	9
P5	84%	9
P6	88%	7
P7	82%	11

& numeracy as an increased number of pupils will meet /exceed expected levels.

By June 27 the following aspirational targets will be achieved in reading.

Stage	Aspirational Target
P1	88-90%
P2	83%
P3	85-91%
P4	78-80%
P5	86%
P6	81%
P7	86%

By June 27 the following aspirational targets will be achieved in numeracy.

Stage	Aspirational Target
P1	88-90%
P2	85%
P3	98%
P4	92%
P5	84%
P6	84%
P7	88-90%

Targeted interventions will be actioned this session for identified learners across the school in response to individual pupil attainment levels in reading & numeracy to maximise pupil progress.

moderation meetings will reflect a consistency in practice

Pupil focus groups/learner conversations will demonstrate improved engagement and understanding of learning.

“Good Practice” will be shared regularly at collegiate sessions & adopted accordingly

ACEL data will show increase in % of pupils achieving expected levels

Termly analysis of cohort data will show demonstrable progress in learning for children not yet on track to meet/exceed expected levels.

(Numeracy/Reading/Listening & Talking)

(October 26/February 27/May 27)

- All teaching staff will engage in peer observation opportunities with key focus agreed in advance (e.g. pupil feedback, play pedagogy, skills) as well as planned sharing of best practice sessions, to promote consistency in high-quality learning and teaching across all stages
- (October 26/ February 27/ May 27)**
- Scope of the cohort trackers aligned to benchmarks will be widened to include L&T for children not yet on track to meet/exceed expected levels (non-legacy learners)
- Targeted interventions will be provided in literacy and numeracy for pupils identified from whole school data set following discussion at termly Professional Dialogue & Attainment meetings.

Inspection evidence in the ELCC highlighted that, while learning experiences across the setting are responsive to children's interests, there is a need to strengthen planning for progression across all areas of the curriculum, to ensure children build on prior learning. Current approaches to tracking progress—through learning journals and periodic assessments—support identification of children's development; however, these require greater frequency, consistency and a more systematic focus on individual observations to better inform next steps. While staff are responsive to children's interests, there is inconsistency in practice and limited shared understanding of the difference between responding to children's interests and offering free choice. As a result, learning experiences do not always provide sufficient depth, challenge or progression	By Feb 27 planning documentation will consistently demonstrate clear progression of children's learning across all curricular areas Observations will be regular, focused and inform next steps in learning for individual children & the learning environment By October 26 all staff will demonstrate a clear, shared understanding of responsive pedagogy in planning & provision of high-quality provocations & interactions By Dec 26 all learning experiences will be consistently purposeful and extend children's learning appropriately Children will show increased engagement and sustained involvement in responding to activities & provocations that are high-quality & sufficiently challenging By June 27 measurable progress over time will be demonstrable for all children	Monthly Zone Planning will be underpinned by each keyworker's weekly intentional planning Termly quality assurance of both planning formats will show clear next steps and progression in learning Progression tracking data will show progress across literacy & numeracy. Individual curriculum overview for each learner will reflect progress across all other aspects of learning	➤ Re-introduce weekly staff team planning discussions (SLT) ➤ Introduce shared planning format with explicit focus on prior learning and next steps (<i>ELC Lead / SLT</i>) ➤ Implement systematic observation cycle (<i>All practitioners</i>) ➤ CLPL on high-quality observations and assessment, responsive pedagogy & shared thinking strategies (External provider TBC) ➤ Develop shared guidance and exemplification on responsive pedagogy & shared thinking strategies (SLT) ➤ Establish termly tracking meetings focused on individual progress (<i>SLT</i>) ➤ Host regular moderation sessions to ensure consistency of observations (<i>ELC Team</i>) ➤ Embed regular updates to learning journals with clear links to next steps (<i>All practitioners</i>) ➤ Embed sustained shared thinking strategies in practice across all areas of the curriculum (All staff) ➤ Introduce opportunity for voluntary peer observations focused on shared thinking strategies (Partners/Trios) ➤ Strengthen leadership monitoring through "Show Me What You Know" playroom visits, scrutiny & feedback of planning & other quality assurance activity (HT/DHT-EY) ➤ Evaluate impact of learner engagement and progress in learning (All staff)
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OFFICIAL-SENSITIVE

Inspection evidence also highlighted the need to further develop a specialised curriculum for children under three in ELCC, with a strong focus on language development and sensory play tailored to individual needs. While it was recognised that children were accessing a range of spaces and are supported well by caring interactions, practice is not yet consistent in promoting language and learning across the playroom. Planning, tracking and communication require further development to provide clearer information on children's progress and to better inform next steps. There is also a need to create a more homely environment to support children's wellbeing and transitions from home each day.	A clear, developmentally appropriate curriculum is in place for under 3s, with focus on language and sensory play Staff consistently promote language and learning through high-quality interactions Children demonstrate improved engagement and progress across all developmental areas A nurturing, homely environment which supports smooth transitions	Planning reflects individual needs, language focus and sensory experiences Observations and tracking data show clear progress over time Learning journals contain clear & regular termly updates -2 learning stories, WOW moments & learning targets. "Show Me what You Know" playroom visits reflect improved consistency of practice across the playroom	➤ Develop shared understanding of under 3s curriculum (language-rich, sensory-led) (<i>SNR ELCO</i>) ➤ Introduce simple planning format focused on individual needs and next steps (<i>SNR ELCO/Under-3s Team</i>) ➤ Review communication systems with parents (e.g. handovers, diaries, digital updates) (<i>Under 3s Team</i>) ➤ Audit and enhance the learning environment to create a more homely, nurturing space (<i>SNR ELCO/Under 3s Team</i>) ➤ Provide CLPL on early language development and high-quality interactions (<i>SLT</i>) ➤ Embed consistent approaches to modelling language across routines and play (<i>All practitioners</i>) ➤ Strengthen tracking and recording systems to ensure regular, clear updates on progress (<i>ELC Team</i>) ➤ Plan structured opportunities for parents to contribute to children's learning (<i>ELC Team</i>) ➤ Fully embed a responsive, individualised curriculum for under 3s (<i>SLT / ELC Lead</i>) ➤ Monitor and evaluate quality of interactions and impact on children's engagement (<i>SLT</i>) ➤ Strengthen partnerships with parents to co-plan learning experiences (<i>ELC Team</i>) ➤ Review environment and routines to ensure they consistently support wellbeing, engagement and learning (<i>SLT / ELC Team</i>)
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Improvement Priority 2 – Develop high-quality play-based play pedagogy at Early Level* and outdoor learning across the school to ensure progression in skills and improved learner outcomes			
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
Inspection evidence & self-evaluation has indicated a need to strengthen the quality and consistency of learning experiences and ensure these are motivating and meaningful for all learners. Play at early level* & Outdoor learning opportunities for all will be more systematically planned to achieve this, increasing another opportunity for children to apply skills in real-life contexts, deepen understanding across curriculum areas, and develop independence, problem-solving, and wellbeing. By developing a progressive, structured outdoor learning offer we aim to improve engagement and relevance of learning; support skills development across the core curriculum & provide inclusive, active learning experiences for all children, particularly those who benefit from practical and experiential approaches Align with the school's values of Kindness, Honesty and Determination, promoting	Increased frequency and quality of early level play & outdoor learning across all stages will lead to improved pupil engagement, motivation and allow for application of learning in real-life contexts. Early level play & outdoor learning will be purposefully linked across the curriculum, enabling children to deepen understanding and transfer skills across contexts. Progressive development of early level play & outdoor learning skills Equity of access to high-quality early level play & outdoor experiences for all learners, including those with additional support need	Curricular planners include regular planned early level play & outdoor learning opportunities reflecting the agreed frequency eg daily/weekly/fortnightly/termly. Pupil voice indicates increased enjoyment and engagement in early level play & outdoor learning Forward plans show clear curricular links to literacy, numeracy and HWB Skills progression is evident across stages with children applying prior learning outdoors & in play context. Pupil focus groups demonstrate	➤ Agree a whole-school expectation for frequency of play & outdoor learning provision ➤ Provide CLPL on effective play & outdoor pedagogy linked to skill development Devise & introduce planning prompts/templates to support staff in outdoor learning ➤ Develop a whole-school progression framework for early level play & outdoor learning aligned to curriculum areas ➤ Sharing good practice sessions within Planning, assessment & Moderation Teams (PAM)- 2 hours collegiate time per term ➤ Model and coaching model to be introduced outdoors to build staff confidence in outdoor learning (PT) ➤ Use of school fund/Cost of the School Day monies to remove any barriers to participation in early level play & outdoor learning ➤ Optional peer observations to share effective practice in early level play & outdoor learning

resilience, teamwork and respect within a real-world context	Increased staff confidence in delivering early level play & outdoor learning experiences	increased independence, confidence & enjoyment learning outdoors Staff self-evaluation shows increased confidence over time Staff engage in professional dialogue and sharing practice based on early level play & outdoor learning	*ELCC staff team will be involved in development of early level play
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Improvement Priority 3– Developing a consistent approach to skills language and development for all pupils in schools across the cluster (year 2)

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	Mesures	Interventions
Education Scotland advice states “As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.” The Curriculum Improvement Cycle review currently underway in Scotland is a 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. Additionally, Building the Curriculum 4 states that “Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider	Long term outcome – 2025 - 2028 A skills framework will be agreed within the cluster to ensure consistency of skills development at all stages using a shared language. Pupils will be able to use this language to reflect upon the skills for learning, life and work they have developed and be clear about how their achievements relate to these. This cluster approach will also contribute to effective transitions between Primary and Secondary school. Skills language will be embedded into existing planning frameworks to ensure the development of skills is progressive and planned for from Primary 1 to Primary 7. By May 2027 Key Secondary School personnel will be linked and have access to Primary 7 digital Pupil Profiles. This will ensure a smooth and continuous skills	Pre/post Pupil Skills Survey Results (Sept 26 /May 2027) will demonstrate an increase in confidence levels in relation to all aspects of skills development. Pre/post Pupil Skills Survey Results (Sept 26/May 2027) will demonstrate increased understanding, awareness and confidence around skills and application of skills. General feedback from Peer & 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 lessons taught & learning opportunities offered to children at each stage. Written feedback will be shared with individual teachers following Peer Learning Visits.	Aug 26 –March 27 ➤ Collaborative Practitioner enquiry-based approach will be used by the Skills Leads Network across level-appropriate staff groups. This will be chaired by a Cluster Lead Practitioner and will focus on: • Sharing Best Practice • Key Messages from Research • Building collective expertise • Developing consistency in planning • Implementing timeline for embedding framework • Modelling/Coaching for colleagues within own establishment • Moderation activity • Lead school level evaluation • Celebrating successes and progress ➤ Collegiate calendar 26-27 will include protected time for staff training, sharing of good practice and evaluation of skills education at school & cluster level. Collegiate hours will be used responsively to provide training for all staff on Skills

<i>Scottish economy</i>". Recent published in October 2025 by the Scottish Government shows that 72% of Scottish employers consider meta-skills the most significant factor when recruiting (Employer Skills Survey 2024 – Scotland) Through self-evaluation at both school and cluster level, we have identified the need to commit to and embed the teaching of the meta-skills framework in order to ensure that pupils can recognise, understand and explore skills essential for lifelong learning and work. Cluster HT professional dialogue identified a need to increase pupil ability to identify and apply skills as children progress through BGE. It was agreed that a cluster approach was needed to provide a consistent experience for pupils, based on a shared language of skills. In June 26 St Charles' Primary School P4-6 Pupil Skills Survey Results demonstrated that pupil confidence in relation to knowledge of skills had improved in Year 1 of this focus (25-26) However a Year 2 plan was required to further develop & embed 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 8 out of 10 on a confidence scale, which is an increase of 1 point from previous year's survey, staff felt it was important to continue	development journey from Primary to Secondary education. By June 2028 All teaching staff & pupils will have an increased awareness, understanding and confidence in skills development. All teachers will adopt a skills-focussed approach to lessons and classes will explicitly reflect on skills during introductions, mid-point summative assessments and plenaries. Almost all pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts, including linking skills development to their wider world and wider achievements. All Pupil Citizenship Groups will be skills focussed to ensure the approach and language is embedded and pupils can apply their knowledge and awareness in a variety of contexts. Cluster level planning and moderation of skills development at all stages will continue to ensure a shared and continued focus for improvement. By June 2027, all pupils in Primary 6 & 7 will be recording successes and achievements, including wider achievements, using this digital tool. P7 pupil profiles will be shared with relevant colleagues from St Andrew's Academy to support the transition programme June 2027.	Through quality assurance activity such as focus groups& learner conversations we will evidence that • 85%+ of P4–6 pupils can accurately identify and describe at least three skills and provide examples • 80%+ of P4–6 pupils can link skills to real-life and world of work contexts • 100% of classes evidence consistent use of skills language in planning and learning conversation Positive impact on learning & teaching will be evidenced though Self -Evaluation activity exploring QI 2.3 Learning Teaching & Assessment) & records of Peer & SLT Learning Visits. Bespoke pupil timetables will provide detail of individualised learning experiences focussing on skills development. These will clearly articulate with Child's Plans in the school & ELCC Individual pupil success & achievements will be apparent in Pupil Profiles. This rich information will be shared at point of transition to secondary education for P7 learners.	Development to further develop a shared understanding of skills ➤ A shared cluster language based on meta-skills framework will be embedded into planning frameworks to ensure learning is skills based rather than content driven. All staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills ➤ Inclusion Support Assistant will work with a small number of children P4-7 on individualised skills-based learning experiences. (PEF) ➤ Pupil Profiling of skills and achievements using My World of Work My World of Work will be piloted in P6 & P7 classes. The P6 pupils involved in this will be given leadership responsibility to support younger children in using the profiling tool Session 27-28. ➤ All pupils in Primary 6 & 7 will be recording successes and achievements, including wider achievements, using this digital tool. ➤ P7 pupil profiles will be shared with relevant colleagues from St Andrew's Academy to support the transition programme June 2027.
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developments in these area & ensure skills are reflected in all daily lessons & are made explicit in learning opportunities on offer.			
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Improvement Priority 4 – Strengthen faith and moral development through a consistent approach to Rights Respecting Schools, Laudato Si’ and celebrating diversity

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
The United Nations Convention on the Rights of the Child (UNCRC), now embedded in Scots law and central to the National Improvement Framework, requires children to understand and experience their rights within a respectful, inclusive environment. While the school has achieved Rights Respecting Schools Bronze Award, there is a need to further embed children’s understanding and lived experience of rights across all stages. School and cluster self-evaluation has highlighted the importance of strengthening the promotion of equality, diversity and Gospel values within our Catholic faith community. This is particularly important given school data indicating a gradual increase in racial and bullying incidents over time. As our school community becomes	Children will demonstrate a clear understanding of their rights and responsibilities A positive, inclusive ethos will be evident across the school Reduction in incidents of racial or bullying behaviour. Zero tolerance for racial & bullying language Parents & partners are encouraged to become active participants in recognising & celebrating diversity within the school community School values based on Christ’s gospel values are embedded in daily practice across our school	Pupil Voice survey will show 80%+ can confidently describe at least two children’s rights and explain how these are respected in school All classes demonstrate evidence of rights-based learning in planning Pupil Voice survey will show 80%+ pupil participation in rights, diversity, and faith-based activities 80%+ positive responses from pupil and parent surveys relating to inclusion, respect and school ethos Quality assurance evidence will show consistent promotion of	➤ CLPL session on UNCRC, anti-racism and inclusive practice (SLT) ➤ Collegiate agreement on whole-school expectations for promoting positive relationships and behaviour (SLT) ➤ Embed rights-based learning across the school community through programme of planned assemblies (DHTs) ➤ Develop planned opportunities to celebrate diversity and different cultures (RRS Citizenship Group) ➤ Strengthen pupil voice through groups (e.g. Rights Respecting / Laudato Si’ / Pupil Council) (Staff Leads) ➤ Deliver targeted work on respectful language and relationships in all classes (Teaching staff) ➤ Progress towards Rights Respecting Schools Silver Award (RRS Lead)

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increasingly diverse, there is a clear need to promote a culture of zero tolerance for discrimination and ensure all children feel valued, respected and included. In line with the Scottish Government's Race Equality Framework and our ongoing Laudato Si' journey, there is a need to further develop an ethos where diversity is actively celebrated, and children are supported to become responsible, compassionate citizens who contribute to a more just and equitable world		equality, diversity and Gospel values across all stages Reduction of racial and bullying incidents will be recorded (SEEMIS / behaviour data)	➤ Embed Gospel values and Laudato Si' principles across whole-school life (<i>All staff</i>) ➤ Monitor incident data and refine approaches to ensure sustained improvement in line with national guidance (<i>SLT</i>) ➤ ELCC Learners will be provided with increased exposure to activities & Learning which explore Children's Rights
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