



St Charles' Primary School & Early Learning Childcare Class

Where you are Loved, Included and Respected

STANDARDS AND QUALITY REPORT June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-27. 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 373 organised over fourteen classes. We are an increasingly diverse & inclusive community with 26% of our families identifying as being part of a minority ethnic group & 22.2% of our current pupils being bi-lingual, with English as their second language. 3.4% of our children have an identified additional support need & 45% of our children reside in households designated as Scottish Index of Multiple Deprivation (SIMD) 1-3*. 8.8% of our current pupils attend by placing request.

Our Leadership Team currently comprises of a Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers. There are 22 teachers, 2 classroom assistants and 9 additional support needs assistants deployed across the school. In addition, the school can access services of a Family Wellbeing Worker, a brass music teacher, a chanter/pipes 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 3 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 26-27 are: -

Our school achieved RRSA Bronze: Rights Committed School Award last Session 24-25 as the first stage in becoming a UNICEF UK's Rights Respecting School. We are now working towards achieving RRSA SILVER & GOLD Award over the next two school years.

As in previous years, staff have provided a broad range of lunchtime and after-school opportunities, including Book Club, Singing Club and FAB Club (family learning), to extend learning beyond the classroom. In addition, a range of after-school activities delivered by OneRen were fully subscribed and consistently well attended, demonstrating strong pupil engagement. Seventeen Primary 7 pupils participated in the Monday Book Club, achieving an average weekly attendance rate of just under 96%. Collectively, pupils read over 27 books, reflecting positive engagement with reading for enjoyment. Pupils involved in the Singing Club visited local care homes throughout the year, strengthening community partnerships and supporting the development of responsible citizenship, alongside a deeper understanding of the needs of others.

FAB Club, an established after-school family learning programme, has been sustained for over eight years and continues to be highly successful. The programme invites extended families to engage in a four-week block of learning linked to Food, Activity (STEM) and Literacy. In session 2025–26, ten families participated, with attendance consistently at 100% and highly positive evaluations from children, parents and staff. Staff recognise the significant impact of this programme in strengthening home–school partnerships and remain committed to continuing and further developing this provision

In partnership with Renfrewshire Library Services, the school hosted its annual bedtime reading sessions in the Skoobmobile for Primary 1 children and their families. All attending families were encouraged to join the local library, with 100% of participants taking up membership and subsequently borrowing books to support reading at home. This reflects a strong commitment to promoting early literacy and fostering positive reading habits within families.

The annual Christmas event, led by senior pupils, was attended by 62 older members of the local community. The 'Carols by Candlelight' concert provided an afternoon of food and entertainment for grandparents and members of St Charles Parish. The event also demonstrated strong community engagement and pupil leadership, raising £401.67 for the Renfrewshire Toy Bank. The school also hosted its annual Strawberry Tea, attended by 50 grandparents and elderly members of the parish community. The event was highly evaluated, with 100% of attendees indicating they would participate again.

These community-focused events provide meaningful contexts for pupils to develop and apply a wide range of skills, supporting their progression as confident individuals, effective contributors and responsible citizens, while strengthening intergenerational links within the community

Dolly's Imagination Library Ambassador (ELCC) hosted a "Literacy Celebration" with 100% of our children being registered participants. Several themed Book Bug sessions were also hosted

throughout year including one for St Andrews's Day to celebrate our Scottish culture. We also hosted a Bookbug session to celebrate Dolly's 80th Birthday in January 2026.

ELCC learners (3-5 years) participated in the 4-week community project with other local childcare & education services which is hosted each year. This project has helped to create a strong professional network over a number of years & culminated in a wonderful celebration for children & parents.

"The Best Seat in the House" assemblies were hosted by at each stage across the school again this session. All parents were invited to attend & share in their child's learning. Evaluations reflected that 93% of parents/carers felt that this was worthwhile with 90% 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 95% indicating they would like the opportunity to attend again in the future. 95% of the adults attending felt that this opportunity gave them a greater understanding of their own child's learning.

In February, 49 Primary P7 pupils & 6 staff participated in the annual residential trip to Dumfries House which offers many opportunities for children to develop physical, emotional, social & interpersonal skills. Many children were able to experience activities for the first time such as, climbing wall, den-building & archery.

Building on the success of last sessions project with West Primary school, a group of P6 children were involved in a project with pupils from Wallace 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 involved in showcasing 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 6 after school sessions. This was delivered by a teacher & Additional Support Needs Assistant in partnership with One Ren staff. On this occasion 7 pupils completed Level 1 and 7 pupils completed Level 2.

Throughout the year, a range of external partners contributed to enhancing the school's curriculum offer. These included voice coaches from the NYCOS Singing Choir, who worked with Primary 5 pupils and children within the Early Learning and Childcare setting, supporting the development of musical skills and confidence. A petting zoo visit to the ELCC provided children with meaningful, real-life learning experiences, supporting their understanding of living things while promoting confidence, empathy and responsible behaviour.

Weekly cookery club sessions were provided for pre-school children and a parent or key adult, supporting family learning and practical life skills. In addition, parent readers regularly shared stories, including texts in home languages, helping to celebrate linguistic diversity and promote inclusion

Senior pupils in the school benefited from a visit by Bart Gee who is an inspirational speaker & person with a disability from Breaking Limits. He delivered a session on "Turning Disability into Possibility" which explored themes of inclusion and the challenges associated with disability in

everyday life. Primary 7 pupils engaged further through a practical workshop and Q&A session, deepening their understanding. In addition, senior pupils participated in a session with BSL volunteers which focused on deaf culture, developing an awareness of communication strategies, including fingerspelling. Parents were invited to share in this learning experience.

A variety of STEM-focused experiences were also provided, including stage assemblies, Royal Navy Engineering workshops for Primary 5–7, an Institute of Engineering and Technology visit for Primary 7 and Micro:bit Ambassador sessions for Primary 4, building on provision introduced in the previous session. Industry partners from DXC contributed to a Women in STEM event, promoting awareness of future pathways and addressing gender imbalance in STEM fields.

These partnerships significantly enhanced the breadth and quality of learning experiences for pupils while also providing valuable professional learning for staff, strengthening curriculum delivery and supporting continuous improvement.

Robust transition arrangements are in place to support all learners, with enhanced, targeted approaches for pupils with additional support needs at key transition points, particularly entry to Primary 1 and progression to secondary education. Effective use of communication passports ensures continuity of support, celebrating and sharing the successes and achievements of children with Autism at each stage of their learning journey.

Fundraising – every year we raise a significant sum of money, some which we benefit from directly, some for local & some for worldwide charitable organisations.

P7 pupils take part in a sponsored Santa Dash in December to meet the cost of purchasing leavers hoodies 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.

As part of our Lenten almsgiving, 422 Easter eggs were donated by families and, in partnership with Steven Cameron Funeral Directors, distributed to children across Renfrewshire. The Minnie Vinnies Citizenship Group raised £451 through their “Toast to the Weekend” initiative and Mother’s Day pop-up shop, alongside £136 from Christmas Jumper Day. £253 was also raised for the MacMillan Cancer Charity from a well-attended coffee morning for parents & friends.

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 “Matilda”. Each performance was well attended with the children raising over £600 through ticket sales & raffles at the event. As in previous year’s this money was re-invested to purchase performance license, costumes, props & other items required for the show & to support us to establish similar club next session.

Religious Life/Faith Formation:

37 of our P4 pupils received first sacraments (Reconciliation & Holy Eucharist) in the school & parish. 33 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 8 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. 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 its improvement priorities as outlined in the School Improvement Plan 2025–26. In January 2026, the school was inspected by His Majesty's Inspectors of Education, who evaluated the school's performance as **good** across three of the four key quality indicators and **very good** in one area

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

During session 2025–26, the school made very good progress in improving attainment and achievement in reading across all stages. Targeted interventions, informed by robust analysis of ACEL data and ongoing assessment evidence, resulted in increased percentages of pupils on track to achieve expected levels, with aspirational targets met or exceeded across most stages.

There was a clear improvement in staff confidence and consistency in the teaching of reading, supported by ongoing professional learning, coaching and modelling from the Literacy Lead Practitioner. The effective implementation of the BIG CAT resource has strengthened pedagogical approaches, ensuring a more systematic and progressive development of reading skills across the school.

Focused actions to promote Reading for Pleasure were highly successful. Almost all pupils demonstrated high levels of engagement, with the majority achieving 80% or above in the Reader Engagement Survey. The use of digital tools, including Reading Eggs, alongside targeted support for identified learners, contributed to improved engagement both in school and at home.

Equity remained a central focus, with targeted interventions and protected places within family learning sessions ensuring that pupils affected by poverty were well supported. Family learning programmes strengthened home–school partnerships and contributed positively to children's progress in reading.

Ongoing monitoring through SLT learning visits, sampling of pupil work, and attainment meetings ensured high-quality implementation and responsive planning. As a result, the school has established a strong, consistent approach to the teaching of reading, with clear evidence of improved outcomes for learners and sustained capacity for continued improvement.

The school made good progress in improving attainment in numeracy, with aspirational targets achieved or exceeded across most stages, including a notable improvement at Second Level. Targeted interventions, particularly for Primary 6 and 7, alongside a consistent whole-school focus on CPA approaches and Number Talks, have strengthened pupils' conceptual understanding, fluency and confidence. Staff confidence and consistency in numeracy pedagogy improved significantly as a result of high-quality professional learning and coaching. The attainment gap was reduced, with measurable progress for targeted groups, including pupils affected by poverty. Robust tracking, monitoring and professional dialogue ensured responsive planning and effective implementation, resulting in improved outcomes for learners and increased capacity for sustained improvement.

In the **ELCC**, very good progress has been achieved in improving early literacy & numeracy outcomes. The majority of pre-school learners attained expected levels, with clear gains in key

milestones including syllables, letter recognition and mark making (literacy) as well as numerals, shape and temporal patterns (numeracy).

Confidence in using progression data diagnostically has strengthened significantly for most staff, resulting in high-quality, responsive learning experiences informed by children's interests. Targeted interventions have been deployed to reduce the poverty-related attainment gap and have supported learners with English as an additional language.

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

The school made good progress in developing a more coherent and consistent approach to skills development across the curriculum. Through effective cluster collaboration, a shared language of skills is developing, leading to increased consistency in learning experiences for pupils. Almost all teachers have demonstrated increased confidence and understanding of skills development, supported by high-quality professional learning, practitioner enquiry and moderation activity this session.

Pupils across all stages have shown improved ability to recognise, articulate and apply skills in a range of contexts, including real-life situations and links to the world of work. This was evidenced through learning visits, focus group feedback & improvements in pupil survey results. The implementation of skills-focused IDL and regular opportunities to develop and reflect on skills ensured learning was more explicit and meaningful.

Robust approaches to planning, assessment and moderation in the school complimented the development work undertaken across the cluster and has strengthened professional dialogue and teacher judgement. As a result, skills development is now becoming more integral in lessons, with clear evidence of improved learner outcomes and increased staff confidence. We will now sustain and build on this progress for a second year.

Priority 3 – Effectively meet the needs of all through inclusive practice based on nurturing approaches and trauma informed practice

The school made good progress in strengthening its nurturing, inclusive and rights-based approach. A renewed focus on trauma-informed practice, supported by professional learning and partnership with REPS, has led to improved staff understanding and more consistent approaches to supporting learners experiencing emotional barriers, including EBSA. Targeted interventions, including check-ins, Child's Plans and enhanced staffing, have improved engagement and attendance for identified pupils in P6. There is a downward trend in exclusions.

Strong progress was made in promoting pupil voice and participation. The Young Leaders of Learning programme was highly successful, leading to meaningful improvements in relationships and the school environment. HM Inspectors recognised that pupil voice is the school is strong with children reporting that they feel valued and able to contribute to decision-making. This work will be extended through further partnership working next session.

The school has continued to promote inclusion and celebrate diversity through targeted events, curriculum opportunities and communication with families. However, progress towards Rights Respecting Schools Silver accreditation was not achieved within the planned timeframe, and this will remain a priority moving forward.

Due to recruitment and staff retention challenges, progress in developing bespoke curriculum pathways was more limited than anticipated. This has informed next steps, with a renewed focus on capacity building and sustainable approaches to meeting the needs of all learners.

Overall, there is clear evidence of improved inclusive practice, stronger pupil participation and a positive trajectory in supporting wellbeing, with identified priorities to ensure continued progress.

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.

HMIE inspection report published March 2026 stated *"Staff have a clear understanding of the social, economic and cultural context of the school. The headteacher has a strategic plan for Pupil Equity Funding (PEF). She has allocated this funding effectively for additional staffing and resources to support children with their wellbeing and learning."*

In Session 25-26 PEF was used to employ 0.6 FTE teaching hours & 1.0 FTE additional support needs 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 comprehensive suite of standardised assessments for all learners. This enables robust tracking of progress and ensures that the impact of targeted interventions can be clearly identified. The data gathered supports teachers in making informed and confident professional judgements about pupil attainment.

In addition, information from the Glasgow Motivation and Wellbeing Profile is used effectively to identify wellbeing needs and highlight pupils at risk of disengagement. This allows for timely, targeted support and the implementation of appropriate alternative approaches.

As a result, staff are able to make secure, evidence-based decisions when planning next steps in learning, ensuring that all children are appropriately supported and consistently challenged to achieve their full potential

As in previous years PEF funding has supported a range of universal and targeted family learning opportunities throughout the year, helping parents to support learning at home. Events were well attended, and places were prioritised for families who may benefit from additional support to promote equity

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 & ELCC

- ★ In the nursery, staff provide children with motivating learning within the forest kindergarten. Children enjoy their learning outdoors and develop a range of skills while working with each other and exploring the environment.
- ★ Teachers and children have meaningful leadership opportunities that enable them to influence change and drive improvement across the school.
- ★ In the school, staff work effectively as a team. Their strong knowledge of individual children and collaborative approach to supporting wellbeing ensures that children feel cared for, valued and able to learn within a supportive environment.
- ★ In the school, the wide range of opportunities for children to achieve success across a variety of contexts. This is supported by teachers, strong community links and partnerships. Children develop confidence and important skills for learning, life and work.

(Identified by HMIE Inspectors- January 2026)

OUR NEXT STEPS – PRIORITIES FOR 2026-27

The school has made **good** progress during session 2025–26. The improvement priorities outlined below will support the next stage of development and build on this progress moving forward

- **Improvement Priority 1** – Increase the rigour of quality assurance activities & streamline data systems to ensure consistently high-quality learning teaching & assessment
- **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
- **Improvement Priority 3**– Developing a consistent approach to skills language and development for all pupils in schools across the cluster (year 2)
- **Improvement Priority 4** – Strengthen faith and moral development through a consistent approach to Rights Respecting Schools, Laudato Si’ and celebrating diversity.

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.