



St David's Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, St David's Primary School 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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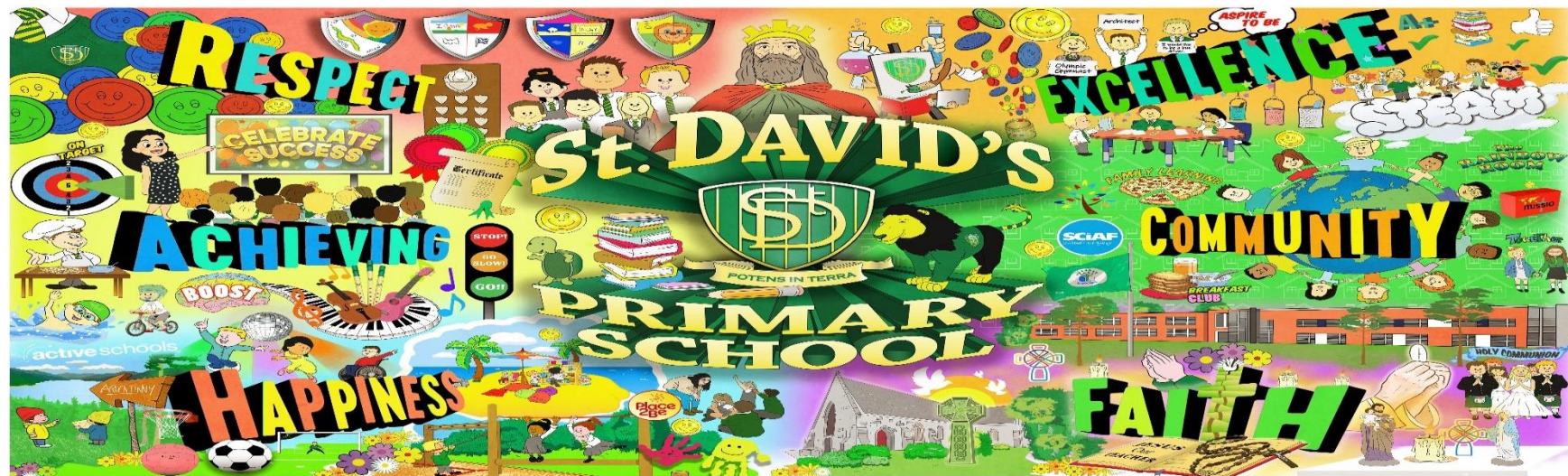
Our Vision, Values and Aims

Improving the education and life chances of our children by working together

Respect **E**xcellence **A**chieving **C**ommunity **H**appiness **F**aith

REACHing with Faith

St David's PS is an ambitious learning community, which is inclusive of all our partners, primarily pupils, parents and staff. Our child-centred approach ensures that each child aspires to success, plays an active part in their own learning and that their views are sought and valued. Excellence is the standard we aim for in everything we undertake. To achieve this, all who identify with our school community have a part to play in contributing to our overall success. St David's is committed to raising expectations, attainment, and achievement by delivering a curriculum that is creative, challenges pupils and develops transferable skills. In so doing, we instil confidence, motivation and enthusiasm for lifelong learning whilst fostering the Gospel Values of the Catholic Church.



Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of St David's PS such as:

<p>Staff</p> <ul style="list-style-type: none">• Staff meetings• In-Service Training• Curriculum Development Sessions• Termly target setting, pupil progress, attainment & SHANARRI meetings• Education Scotland Professional Learning materials• Evaluation of the service using How Good Is Our School (HGIOS) 4, Building the Curriculum 1-5 series, Education Scotland briefing notes• Regular review of School Improvement Plan priorities• Staff Surveys• Annual Professional Review and Development meetings	<p>Parents/Carers</p> <ul style="list-style-type: none">• Meet the Teacher Sessions• ASN Termly Meetings• Class Dojo App• Parental Surveys• Parent Council meetings• Monthly newsletters• Parents' Playground Noticeboard• Website• Parental evaluations of school events• Induction Days• Team Around the Child (TAC) meetings• Shared Campus Family Learning Sessions• Annual Report feedback
<p>Learners</p> <ul style="list-style-type: none">• House Afternoon consultations• House Captains meetings• Pupil Council meetings• Pupil Citizenship Group consultations• Pupil Surveys• Pupil Focus Groups• Assembly consultation activities• PEF small group consultations (ELCO, Keyworker)	<p>Partners</p> <p>Regular meetings with</p> <ul style="list-style-type: none">• Active Schools Co-ordinator• Educational Psychologist• Cluster• Campus partners• CHAPS• Klas Care• Adult Learning and Literacy Team• Family Wellbeing Team• Exchange Counselling• Camhs Service

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 using quality assurance activities that include

- ASN overview Tracker
- Attainment cohort trackers
- Planned Quality Assurance Calendar of Monitoring and Evaluation
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Individual pupil target setting
- Monitoring & tracking of children's learning & attainment
- Pupil Focus Groups (HGIOS) 4
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Collegiate & INSET self-evaluation activities using HGIOS 4, Education Scotland guidance/resources.
- Questionnaires/Surveys to staff, parents, children and partners and analysis of results to inform improvements.
- Review of policies and practices
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Learning & teaching monitoring
- Peer learning visits
- Campus learning visits
- Meeting with external partners who provide support for children and pupils

Moderation

- Cluster working across all levels in Writing
- School based moderation within all curricular areas
- Writing moderation with Toldholm PS
- Educational Scotland QA Moderation resources

Attendance

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored monthly
- Keyworker Attendance focus (PEF)

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 – To improve our children’s mental health & wellbeing and attainment through an inclusive approach

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The increased focus on nurture and inclusion in recent years has had a positive impact, however data shows that the number of children with additional support needs has risen to 54% (Staged Intervention Plans 1b and above) and the children requiring support to regulate their emotions has increased. Further work is needed to ensure that the school is a nurturing and inclusive environment for all.</p> <p>Embedding wellbeing supports takes time and while some strategies are welcomed and reinforced by our community, other strategies take longer to show a positive impact. The school will continue to work towards RNRA Ruby Accreditation. The RNRA Core Group within the school have been working on embedding strategies and supporting pupils, staff and families with the nurture principle.</p>	<p>A range of supports will be fully utilised to ensure children who require support with emotional resilience are ready to learn and engage in class and have the strategies to self-regulate and attain at appropriate levels.</p> <p>Staff fully utilising previous training including the Circle Framework, NVR Part 1 and 2, Cognitive Behaviour Therapy and other professional learning to strengthen the universal support in place.</p> <p>By January 2026 St David’s PS will successfully achieve Ruby Level 2 RNRA Accreditation and then start working on Amethyst Level 3.</p>	<p>Wellbeing surveys of parents and learners will show an increase in the number of children reporting they feel safe, and they belong. (September 25, May 26). Data for all areas will remain above 75%</p> <p>PPM tracking meetings and data will demonstrate increased attainment. Single and multi-agency planning will be used effectively to support children.</p> <p>Rights Respecting Schools pupil baseline survey activities P1-P7 September 2025. Follow up survey May 2026.</p> <p>RNRA Core Group minutes of meetings, plans for progression, staff surveys and evaluations will show positive feedback</p> <p>RNRA Action plan using PDSA (Plan, Do, Study, Act Framework) will outline evidence and progress made</p> <p>RNRA Accreditation Awards. Working towards Ruby Accreditation by January 2026. Then work on Amethyst Accreditation.</p>	<p>Consistent and strengthened approach to nurture through programmes of work including Rights Respecting Schools, Renfrewshire’s Nurturing Relationships Approach, Paths Programme & GIRFEC Wellbeing tracking, all of which offer frameworks that will support the development of whole school nurturing approaches.</p> <p>Staff will receive EP training on RNRA Principle 2 (Aug 25) and NVR Part 2 (Oct 25) and Dyslexia Awareness Training. We will revisit previous training on Cognitive Behaviour Therapy, Seasons for Growth and The Circle Framework.</p> <p>Who Cares? Scotland lessons and Anti Racism Lessons will be incorporated into the school curriculum. Staff will receive updates about The Promise from the Promise Keeper.</p> <p>Review of Health & Wellbeing curricular planning by staff champions RNRA Core Group will collaborate with EP and direct staff and pupils to ensure work is done and evidence gathered to apply for RNRA Ruby Accreditation.</p> <p>The Circle observations will be utilised to ensure that the learning environment in classrooms and the wider school is inclusive and nurturing.</p>

<p>Self-evaluation shows that teacher confidence in the Renfrewshire GIRFEC policy has increased however staff have indicated that there is a need for further support to ensure consistency across the school both in the completion of paperwork, the strategies that are deployed and the targets that are set.</p> <p>Children’s rights are now protected under Scottish Law. St David’s PS has been awarded the Rights Respecting School Bronze Award. Work is being undertaken through pupil Citizenship Groups and Young Leaders of Learning to achieve Silver.</p> <p>We recognise the continuing need to support children with relationships, behaviour, and wellbeing in St David’s Primary School. We have developed spaces and practices that ensure children feel welcomed, safe, nurtured and enabled to acquire knowledge and skills that build confidence and self-esteem. To further support learners with readiness to learn and engagement we will develop a robust outdoor learning programme.</p>	<p>By June 2026, all teachers will follow the GIRFEC policy with confidence and will complete paperwork to a high standard to reflect the practice in place.</p> <p>By March 2026, we will achieve RRS Silver Award by ensuring that Children’s Rights are central to the life of the school.</p> <p>By June 2026 almost all children and staff will display increased knowledge of the UNCRC and how it applies to their daily lives. Pupils will articulate connections and transfer of skills & knowledge.</p> <p>By June 2026 almost all children will have a secure understanding of rights and will participate in implementing positive and sustainable changes in the school and the community.</p> <p>By June 2025 there will be a consistent and strengthened approach to nurture and HWB across the school, incorporating quality outdoor learning activities across all classes. This will ensure all learners are included and engaged. Sustainability and environmental stewardship are so important, and we aim to instill these values in our pupils. Engaging in outdoor learning helps children appreciate their local surroundings—where they live, learn, and play. By nurturing their curiosity and passion for the environment, we will strengthen their emotional ties, which should lead to responsible environmental actions in their adult lives.</p>	<p>Evaluations of The Circle will show that staff are confident in supporting children through an inclusive environment. (August 2025)</p> <p>Evidence for RRS Silver Accreditation</p> <p>Rights Knights Citizenship Group minutes of meetings. Assembly activities using Global Goals & UNCRC Events planner minutes. Pupil Survey June 2025 – What we think about our Assemblies, will inform next steps</p> <p>Evaluations of interventions such as The Rainbow Room, Busy Bee Room and The Zen Den, and support from ELCO and Key Worker (PEF) will show that children feel supported to regulate their emotions.</p> <p>Staff evaluation from Who Cares? Scotland lessons will demonstrate increased knowledge of Care experienced children and how to support them. (Oct 25)</p> <p>Learning conversations with children, including those who are Care Experienced and who have an identified ASN will show that children feel safe and included. (2 pupils)</p>	<p>Regular ASN Meetings and TACs will ensure staff/PT and parents are up to date with Staged Intervention Plans and targets</p> <p>The Rights Knights and Healthy Heroes Citizenship Committees will lead actions across the school in readiness to apply for the UNICEF Rights Respecting School Silver Award.</p> <p>The Rights Knights Citizenship Group will continue to lead the journey using the UNCRC as a framework to ensure that children's rights are considered & to ensure the school experience helps every child to feel safe, healthy, and happy.</p> <p>Children’s rights will feature highly in our school improvement agenda, with positive change being implemented in a collaborative way.</p> <p>Key Worker will use Into the Woods Training to support teachers to provide learners with activities outdoors to improve engagement and readiness to learn.</p> <p>Learning through Landscapes staff training (Aug 25)</p> <p>Staff leaders will revise newly created Outdoor Learning Policy (March 25) and disseminate to staff</p> <p>The Busy Bees Room and The Zen Den will continue to offer safe spaces for children to utilise a range of targeted therapeutic interventions such as Lego therapy, Theraplay & sensory circuits. This will be supported by PEF staff.</p>
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<p>Attendance is below 90% for 20% of our pupils in P1 – P7. June 2025 attendance data indicates that 55% of children in P5 stage have attendance below 90%, with 18% of P5 learners below attainment</p>	<p>We will support the 20% of pupils who are below 90% to increase attendance to above 90% by June 2026. Attendance across the school shows an overall average attendance of 91.5%. This is a 1% increase on last year. Overall average attendance will increase to 93%. We will track closely the pupils in P5 (55%) who were below 90% attendance in 24-25.</p>	<p>Pupil focus group learning conversations (Nov 25/Feb 26/May 26) HGIOS for Learners part 2 Theme 1 Relationships survey results Jan 26</p> <p>Tracking pupil wellbeing through GIRFEC as part of PPM tracking meetings.</p> <p>Attendance monthly meetings with Key Worker (PEF) to discuss improvements, interventions and the development of outdoor learning.</p> <p>Attendance and feedback from Parents Evening and school events. Family and pupil surveys, workshops.</p>	<p>Key Worker and ELCO (PEF) will continue to develop relationships with families and will continue to support attendance for targeted pupils this session.</p> <p>Key Worker and ELCO will support targeted groups of pupils, using RRS survey results. Supporting transitions, developing social skills & encouraging attendance.</p>
<p>Learner participation in self-evaluation and school improvement planning is fundamental to ensuring children’s rights within the school context. Pupil voice is an area requiring support to ensure it is robust. In session 2024-25 The Young Leaders of Learning programme gave us the opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school. In session 25 – 26 we will pair with St Margaret’s PS to work on pupil voice, moderation and improvement, with a focus on Reading.</p>	<p>By June 2026 Young leaders will show improved leadership skills and will drive forward improvement in the school through an action plan developed by them. Young Leaders will be confident to share practice in their school and will be more familiar with the language and processes of school improvement. By June 2026 we will evaluate and adapt if required our structure for the inclusion of learner voice in our self-evaluation processes.</p>	<p>Local authority staff and learner pre & post YLL programme evaluation - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools School’s own evaluation of the programme</p> <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit will be addressed</p>	<p>P5 YLL from 2024.25 will meet with new YLL to pass on info. Training for new YLL will take place. New partner school will be St Margaret’s PS and will tie in with cross cluster Reading moderation. Over a series of 3/4 planning meetings (online and face to face) our YLs will develop: - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept - Nov 25) YLs will take part in reciprocal visits in January 2026 and identify: - strengths of the focus area in each school (Reading) - areas for development in each school YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2026 onwards)</p>
<p>Good relationships with our community continue to be a priority in St David’s PS and are essential for building trust and to allow us to support the wellbeing of our families. We ensure we have</p>	<p>Relationships created during transition activities for P1 will strengthen relationships with new families. ELCO (PEF).</p>	<p>Staff will discuss and evaluate practice using HGIOS for Learners part 2 Theme 1 Our Relationships and Theme 3 Our school and community. Using aspects of guidance</p>	<p>Using early intervention strategies (ELCO PEF) we will continue to work with West Johnstone Early Learning Centre and Cochrane Castle PS to build a robust</p>

<p>robust programmes in place to support transitions, as this can be a time of uncertainty and anxiety. We will continue to develop strong partnerships with the ELCC, shared campus school and third sector agencies as these are all essential in our drive to improve outcomes for our families. New entrants will be welcomed into school and will be supported in the school community.</p>	<p>Families are supported at the right time by the right agencies and children's needs are met.</p>	<p>to support equality, ethos and culture, and developing and maintaining positive links with our community. Consultations with families will also take place throughout the year, using these themes as a focus.</p>	<p>programme to support relationships with families. This will include P7 buddies, paired reading sessions, Into the Woods sessions October 2025 onwards.</p> <p>Third sector agencies will continue to develop relationships with families. E.G. Family Wellbeing Services, Adult Learning, ChildsmileTeam, Feis Phaislig, Community Police, School Nurse Service, Church, St Mirren FC</p>
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Improvement Priority 2 – Numeracy: improve attainment in numeracy at target stages

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions															
<p>Achievement of a Level (ACEL) data tells us that a high % of children across the school are not on track to achieve their expected levels in numeracy in P1, P2, P5 and P6. (Current academic session 24-25) P1 – 42% P2 – 33% P5 – 40% P6 – 43%</p> <p>From the % of pupils not achieving at these stages, some have attendance below 90%. (Current academic session 24-25) P1 – 17% P2 – 20% P5 – 10% P6 - 31%</p> <p>Teacher judgement, SNSA data & assessments demonstrate that there is a need to raise attainment and achievement for all in maths and numeracy. Most children are currently on track to achieve national standards in numeracy in the current P1 & P3.</p>	<p>Increase % of children on track to achieve expected levels in numeracy by June 2026</p> <table border="1" data-bbox="654 603 1057 767"> <thead> <tr> <th>Current Stage</th> <th>Maintenance Target</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>58%</td> <td>75%</td> </tr> <tr> <td>P2</td> <td>67%</td> <td>78%</td> </tr> <tr> <td>P5</td> <td>60%</td> <td>70%</td> </tr> <tr> <td>P6</td> <td>57%</td> <td>71%</td> </tr> </tbody> </table> <p>Increase the attendance of target pupils with attendance below 90%, not achieving their expected levels in numeracy in P1, P2, P5 and P6 (current session) to 91% by Jun '26.</p> <p>Ensure that IOC strategies and features of highly effective practice are an integral part of learning and teaching in numeracy across the school, leading to improved progress and a rise in attainment.</p> <p>Almost all children in P3 & P4 and the majority of children in P1, P2, P5 & P6 will achieve national standards in numeracy with targeted support and enhanced</p>	Current Stage	Maintenance Target	Aspirational Target	P1	58%	75%	P2	67%	78%	P5	60%	70%	P6	57%	71%	<p>GL Assessment data (PTM) - to be used diagnostically to identify any gaps, and as measure of impact and progress. (Oct '25)</p> <p>SNSA data (P4 & P7) – to be used diagnostically to inform next steps.</p> <p>End of pathway/level assessment data - to be used diagnostically to identify any gaps, and as measure of impact and progress.</p> <p>Pre and post data from the Spatialised Maths learning project with University of Glasgow. (MathsBURST) Impact of the programme will be measured on the overall attainment of learners in numeracy at the target stages of P5-P7</p> <p>Discussions at termly GIRFEC meetings/completion of whole school tracker to measure impact/progress and identify next steps/interventions.</p> <p>Achievement of a level data (ACEL) to measure impact and progress. Comparator data from authority Data Dashboard. Attendance monitoring data (monthly), with a focus on any child under 90%.</p>	<p>New staff and current staff to engage in authority CLPL offer for numeracy (SEAL, Maths Recovery)</p> <p>P5 – P7 staff to engage in University of Glasgow's MathsBURST programme which explores the impact of spatial skills training on maths outcomes and broader STEM achievement</p> <p>New staff champion will take on role of Numeracy Champion and will review SEAL resource boxes as a starting point, and consult with staff to identify training needs – Aug 25 (WTA)</p> <p>IOC strategies implemented by teachers led by our PT should continue to be used by all practitioners. Improvements in pedagogy will improve teaching of numeracy</p> <p>Key Worker, ELCO and teacher 0.4(PEF) to provide targeted numeracy support for target learners</p> <p>SLT and Key worker (PEF) to meet with parents/carers target pupils with attendance under 90% to discuss any barriers and possible supports – Oct 25</p> <p>PT to monitor personal targets across the school (P2 – P7) Adult Learning Service will engage with families in target stages with STEM Workshops (8 sessions Term 2)</p>
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P1	58%	75%																
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	<p>numeracy planners and assessments. (PEF teacher/Target school teacher) Almost all children P2 – 7 will be able to identify Numeracy individual targets and will discuss evidence of work and next steps for improvement.</p>	<p>HT and PT termly review of targeted support with /targeted support teachers (Sept '25/Jan '26/May '26)</p> <p>Teacher tracking of individual pupils will look at gaps and next steps</p> <p>Observations from termly QIF/SLT/Peer Learning Visits</p> <p>Pupil Focus Groups (Amber learners) (Oct '25/Jan 26, April '26) Discussions about personal targets, differentiation & pace of learning</p> <p>Numeracy recovery data – pre and post assessment information will allow for robust tracking and inform next steps</p> <p>Tracking information in Whole School Planner ensures a school wide tracking system to inform staff</p>	<p>Campus Project – Maths Week Scotland (Sept '25). Teachers from both schools will work together on shared campus activities</p> <p>Teachers communicate with families using Class Dojo App to provide suggestions/advice to parents/carers on the ways they can support their children's learning at home</p> <p>Targeted teaching support to focus on effective support and challenge – Target Teacher/PEF Teacher 0.4 (P5-P7)</p> <p>Effective differentiation/personal targets to be key focus of SLT/Peer Learning Visits for session 2025-2026.</p> <p>Teacher/PT will lead Numeracy Recovery for targeted children 2 x weekly (PEF)</p> <p>CLPL IOC strategies & analysing data (WTA)</p> <p>In house numeracy moderation across stages</p> <p>ELCO/ Target Teacher/PEF Teacher will engage with targeted pupils, who are just below attainment levels in P1 & P2, to support numeracy progression using play pedagogy activities</p> <p>All staff will access Numeracy Training on Renfrewshire CPD, including SEAL, to ensure resources are being utilised correctly and individual children's needs are being met consistently (WTA)</p>
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Improvement Priority 3 – Raising attainment in Literacy through writing & cross cluster moderation in reading

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
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 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
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 Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions																											
<p>Achievement of a Level (ACEL) data, tells us that a significant % of children across the school are not on track to achieve their expected levels in Reading in P1, P2, P4 and P5. (Current academic session 24-25)</p> <p>P1 – 50% P2 – 22% P4 – 30% P5 – 30%</p> <p>We have seen some improvements in writing across the school over the last two years using Talk for Writing. However, ACEL data, tells us that a high % of children in P4, P5 and P6 are not on track to achieve their expected levels in Writing. (Current academic session 24-25)</p> <p>P4 – 40% P5 – 50% P6 – 43%</p>	<p>Increase % of children on track to achieve expected levels in Reading by June 2026, supported by class teachers, PEF teacher and Target teacher</p> <table border="1"> <thead> <tr> <th>Current Stage</th> <th>Maintenance Target</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>P2</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>P4</td> <td>70%</td> <td>82%</td> </tr> <tr> <td>P5</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table> <p>Increase % of children on track to achieve expected levels in Writing by June 2026, supported by class teachers, PEF teacher and Target teacher</p> <table border="1"> <thead> <tr> <th>Current Stage</th> <th>Maintenance Target</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>P4</td> <td>40%</td> <td>73%</td> </tr> <tr> <td>P5</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>P6</td> <td>57%</td> <td>77%</td> </tr> </tbody> </table>	Current Stage	Maintenance Target	Aspirational Target	P1	50%	75%	P2	78%	80%	P4	70%	82%	P5	70%	80%	Current Stage	Maintenance Target	Aspirational Target	P4	40%	73%	P5	50%	80%	P6	57%	77%	<p>Pupils’ work – Literacy jotters</p> <p>Pupil tracking P1-7 through PPM Meetings</p> <p>Personal targets in reading and writing P2-P7</p> <p>Show me the learning SLT with pupil focus groups (Oct 25, Feb 26)</p> <p>Professional dialogue/feedback at internal moderation sessions</p> <p>NGRT data from across the school</p> <p>Book Week Campus project survey results with Cochrane Castle PS</p> <p>IDL data P1-7 in reading and spelling</p> <p>Standardised assessment data including SNSA/ACEL steps (P4 & P7 Oct 25/P1 May 26)</p> <p>Reading and writing engagement surveys</p> <p>‘Cold and Hot’ tasks (Talk for Writing) – 1 per unit to measure impact and progress</p> <p>Moderation visits feedback TFW with Toldholm PS (Term 2)</p>	<p>Calendar of Reading CPL sessions finalised by Sep 2025 and delivered throughout the session.</p> <p>Collegiate Session to discuss Reading Policy including expectations of learning, teaching & assessment – collegiate calendar/WTA</p> <p>Literacy leader video storytelling to support pupil homework through Class Dojo</p> <p>Literacy Leader partnership with Johnstone Library – school bench in library with interactive QR codes to support children with reading when they visit. Share visits with St Margaret’s (partners in YLL and Cross cluster moderation project)</p> <p>Maintain Gold Reading School Accreditation</p> <p>Internal moderation of reading – collegiate calendar/WTA</p> <p>Staff will focus on Theme 3 (Moderation) Education Scotland’s “Assessment within the BGE: a thematic inspection – Signposts to Highly Effective Practice” to develop approaches towards Assessment, Tracking & Monitoring. Feedback will inform next steps.</p>
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<p>We have been developing Improving Our Classroom strategies, with a particular focus on AIFL, differentiation and features of good practice over the last few years. This has improved the consistency of practice in learning and teaching across the school.</p> <p>Reading has shown improvements, in some stages, but attainment data and children’s work show that there is a need for a more structured and consistent approach to learning, teaching and assessment of written comprehension and other reading skills</p>	<p>The school will review the Reading Policy which provides clear guidelines on the learning, teaching and assessment of reading. This will lead to consistent, high-quality approaches to learning, teaching and assessment of reading which will be implemented across all stages.</p> <p>All teachers will have an improved understanding of assessment benchmarks/milestones to inform teacher judgement of reading attainment.</p> <p>Teachers’ confidence in tracking and assessing pupil attainment in reading in relation to agreed benchmarks/milestones for each level/pathway will improve.</p> <p>By June 2026, all teachers will have had the opportunity to moderate their practice in reading comprehension and almost all will be confident in their professional judgements.</p> <p>Parents/Carers of targeted children will be aware of targets and next steps for children and plans in place to support them. This will ensure consistency across home and school.</p>	<p>Cohort Writing Trackers P1-P7 Oct 25, Jan 26, May 26</p> <p>Whole school tracker updates and analysis will measure impact/progress and identify next steps/interventions (Oct 25/Jan 26/May 26)</p> <p>Moderation minutes from meetings with PTs St D, St M, St C.</p> <p>Moderation feedback from class teachers from discussions and class observations. St D, St M.</p> <p>Termly TAC meetings and How Good is my Learning sessions (Oct 25, May 26) with parents and carers will update parents/carers of targeted children and will update them on the progress being made in school.</p>	<p>Partnership with West Johnstone ELCC – fortnightly Book Bug sessions for new P1 and preschool children. (Partners St Margaret’s ELCC, Cross cluster moderation project)</p> <p>Cross Cluster Trio - PTs will form a working party with a focus on developing reading assessments, learning & teaching, resourcing (St David’s, St Catherine’s, St Margaret’s)</p> <p>Class teachers from St D and St M will arrange visits for moderation purposes.</p> <p>ELCO (PEF) support for P1 and P2 with reading and writing play activities</p> <p>Literacy leader to continue book banding and organisation of reading resources and assessments in line with Literacy Champs from cluster schools</p> <p>Home learning consistent across the school using Big Cat, easy read, challenge and reading for enjoyment texts</p> <p>Key Worker (PEF) and class teachers will support P1-P7 with outdoor learning linked to reading and writing (Learning through Landscapes Training Aug 2025)</p> <p>Participate in Local Authority Cluster Moderation Pilot on Reading Comprehension with the Trinity & St Benedict’s Clusters. (Theme 3)</p> <p>Looking outwards, PTs will work in a trio (St D, St C & St M PS) to moderate the learning and teaching process around ‘What we do with a book’."</p> <p>Visit to each school to share effective practice. St M and St D will combine this with YLL visits.</p> <p>TFW lead will consult with staff to ensure a shared and consistent approach to the learning, teaching, and assessment of TFW</p> <p>All teachers plan for writing experiences and planned assessments using revised TFW planning format, working towards developing P1-P7 progressive unit of work, using IT to support presentation.</p>
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