



St. Fergus' Primary School

School Improvement Plan 2024/25

Planning framework

As part of Children's Services, St Fergus' Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

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.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

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.
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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

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes
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Our Vision, Values and Aims

Our Vision: 'Working together to promote, excellence in achievement and well-being for all.'

Our Values:

- ✚ God's Love
- ✚ Honesty
- ✚ Positive Attitude
- ✚ Respect
- ✚ Responsibility

Our Aims:

- ✚ To understand the value of God's Love in our school and local community.
- ✚ To promote a positive attitude and mindset to learning.
- ✚ To use our voices to promote positive changes for all.
- ✚ To provide a happy, safe and stimulating learning environment for all.
- ✚ To develop skills for learning, life and work in our curriculum.
- ✚ To support each child's needs in their unique learning journey.



Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, learners, Parents/ Carers and Partners ,we used a variety of methods of getting the views of those who are involved in the life and work of St. Fergus' Primary School, such as:

<p><u>Staff</u></p> <ul style="list-style-type: none">• Staff meetings• In-Service Days• Curriculum Development Sessions• Regular Self-evaluation linked to Quality indicators (HGIOS)• Individual Forward Plan feedback with SLT• Attainment and GIRFEC Meetings• Personal Review and Development meetings• Regular review of School Improvement Plan priorities• Education Scotland Professional Learning materials• Consultation exercise 'Identifying Priorities for Improvement'	<p><u>Learners</u></p> <ul style="list-style-type: none">• Regular Pupil Group meetings- Pupil Council, Eco Committee, Laudato Si, School Librarians, Digital Leaders, Wellbeing Warriors, Mini Vinnies• Hot Chocolate Friday• Pupil questionnaires and feedback• Strengths and improvement consultation• Show Me What You Know Meetings (SMWYK)• Throughout classroom curricular Planning activities
<p><u>Parents/Carers</u></p> <ul style="list-style-type: none">• Annual Report feedback• Parent Evenings• St. Fergus' Families Together Meetings• Monthly newsletters• Parental evaluations of school events• Website• Team Around the Child (TAC) meetings	<ul style="list-style-type: none">• Parental Questionnaires/Surveys• Induction Days• Parent Workshops• Family Learning Sessions• Learning Showcases

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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 :

- Regular Self-evaluation linked to Quality indicators (HGIOS)
- Target setting which allows tracking over the session to maintain highest attainment- September, January and May
- Monitoring of Forward Plans
- 'Show Me What You Know' (SMWYK) visits by the SLT
- Class visits to observe the children's learning experiences
- Staff Learning Visits observing colleagues/classes at other stages and developing feedback/professional dialogue
- Children are part of the Learning visits to encourage pupil voice
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- GIRFEC Overview within Whole School Tracker
- Review and moderation of Child's Plans
- Team around the Child (TAC) meetings
- Liaison with external partners who provide support for children and pupils to ensure best provision for children.
- A range of award assemblies where success within the four capacities, our School Values and wider achievement are celebrated

Moderation

- Joint working with Glencoats Primary across all levels within Literacy
- School based moderation sessions

Attendance

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored /throughout the year

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Health and Wellbeing: To ensure that children will experience inclusive learning and supportive relationships which lead to positive life outcomes.

HGIOS QIs		NIF Priorities	NIF Drivers	Developing in Faith	
1.3	2.5	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel values 4. Celebrating and worshipping 5. Serving the common good 	
		Rationale for change	Outcome and Expected Impact	Measures	Interventions
		<p>Our engagement in Renfrewshire's Nurturing Relationships Approach(RNRA) has had a very positive impact on the universal support of children's wellbeing across our school. We are now in year two of this RNRA action plan which was decided at the end of the academic session 2022/23 by our RNRA Core Group and Pupil group 'Wellbeing Warriors' and we will continue to look at the Nurture Principle: Language is a vital means of communication.</p> <p>This principle supports us in exploring how language is used in the classroom, playground and school environment. As It is important for our children to be able to understand and express their thoughts and feelings. It is also crucial for adults/parents to understand the importance of their own language towards children and young people, and how this can impact them.</p> <p>From the data collected in session 2023- 24 from staff has highlighted that there are 3 main areas of features of Effective Practice in the Classroom, Playroom & School Environment for the school to focus on, these are:</p> <ul style="list-style-type: none"> ➢ There is a need for explicit teaching of social and emotional skills within the classroom/playroom according to the stage and developmental needs of the children . ➢ Consistency is required on the use of positive language and restorative conversations. ➢ Staff are required to have an in depth understanding of how body language and non – verbal cues can result in distressed behaviour for some children 	<p><u>By June 2025:</u></p> <p>The RNRA core group will support consistent approaches by all staff in their awareness and implementation of the skills required to respond to children's distressed behaviour which will result in almost all learners being supported to regulate and be ready for learning.</p> <p>Staff will see a reduction in incidences of distressed behaviour in pupils.</p> <p>Almost all children at Primary 4-7 will have an understanding of nurture practices in school.</p>	<p>RNRA Action Plan</p> <p>New baseline gathered of targeted children's distressed behaviour over a set period of four weeks in September/October.</p> <p>All classes to complete Sense of School Membership Scale Pre and post intervention. (August and May)</p> <p>Feedback from teachers and support staff – staff meetings, collegiate sessions, CLPL</p> <p>Pupil Support Plans and Support Meeting Data.</p>	<p>RNRA action plan created for session 2024-25. Core Principle will be 'Language is a vital means of communication'</p> <p>4 Core Group meetings across the school year</p> <p>RNRA core group Updates</p> <ul style="list-style-type: none"> - Inservice Day 1 (1 Hour) - Inservice Day 3 (1 Hour) - Inservice Day 5 (1 Hour) <p>Monthly 'Wellbeing Wednesday's experiences planned by the Health and Wellbeing Pupil Group.</p> <p>Pupil Interventions provided by PEF ISA, ECLO and CA</p> <ul style="list-style-type: none"> - Circle of Friends <p>Time to Talk Sessions Twice weekly for all stages PEF ECLO and CA</p>

Feelings of school connectedness have a positive influence on young people, improving academic outcomes and reducing the risk of developing mental health issues or engaging in risky behaviours. School connectedness is influenced by:

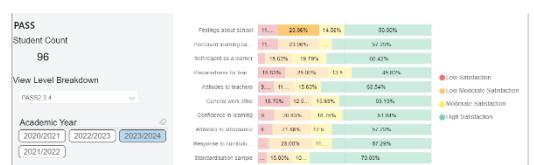
- how happy pupils are at school
- how much they feel part of the school community
- how much they feel teachers care about them and treat them fairly
- how safe they feel at school
- how connected they feel to peers
- how connected they feel to their school work. (Cahill et al., 2014)

Collated results from GL PASS Test across all stages have indicated that 39% of our children have low to moderate satisfaction in their feelings about school. This is 9% higher than the standardised sample within this data set.

P1-3 Collated Pass Scores



P4-7 Collated Pass Scores



In our recent Parent Survey, 35% of the 48 parents who completed this survey have indicated that Health and Wellbeing is a top curricular focus for our School Improvement.



Monitoring of pupil experiences during SLT 'Show me what you know' visits.

Collated GL PASS Scores for 'Feelings about school' will be below the sample standardised set.

Parental views during the Team around the Child Meetings for targeted group of children with social, emotional and behavioural needs.

Family Belonging Survey analysis will show parents have a good understanding of belonging language used at school

Additional Support Needs (ASN) Conversations with key staff (September, January and May).

PASS scores/Well-being Webs/Attainment data will increase and show this has had a positive impact on engagement, attainment and health and wellbeing.

Circle Resource Checklist- Individuals and tracked groups demonstrating improvements over time

Monitoring of pupil experiences during SLT 'Show me what you know' visits.

Family Learning Event run by whole staff team to share key messages of RNRA

PEF - Teaching/Support Staff Commissioning

FLE = 25th September

DHT to Attend LISN- sharing practice and development with Educational Psychologist

Child's Planning Moderation

CLPL 1- 11th Sep

Staff meeting 4- 15th Jan

PEF ISA to support targeted children who require a Personalised Curriculum on 1:1 /small group basis.

Improvement Priority 2 – Raising Attainment and Achievement: literacy and Numeracy

HGIOS QIs	NIF Priorities	NIF Drivers	Developing in Faith																
2.3 2.4 2.5 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning. Promoting Gospel values Celebrating and worshipping Serving the common good 																
Rationale for change	Outcome and Expected	Measures	Interventions																
<p>Reading The current academic session 23-24, Achievement of a Level (ACEL) Reading data is as follows:</p> <table> <tr> <td>P1 – 61%</td> <td>P5 – 82%</td> </tr> <tr> <td>P2 – 65%</td> <td>P6 – 67%</td> </tr> <tr> <td>P3 – 67%</td> <td>P7 – 65%</td> </tr> <tr> <td>P4 – 60%</td> <td></td> </tr> </table> <p>For the current academic session 23-24, improvements have been made in the following stages:</p> <table> <tr> <td>P2 + 4%</td> <td>P4 + 7 %</td> </tr> <tr> <td>P5 +11 %</td> <td>P7 +7%</td> </tr> </table> <p>There is a need to continue to build on improved consistency in reading and to continue to moderate learning, teaching and assessment processes for reading.</p> <p>Over the next session there will be a renewed focus on the teaching of reading skills across the school</p>	P1 – 61%	P5 – 82%	P2 – 65%	P6 – 67%	P3 – 67%	P7 – 65%	P4 – 60%		P2 + 4%	P4 + 7 %	P5 +11 %	P7 +7%	<p>Reading - By June 2025: At key stages we aim to improve levels of attainment in Reading : P4 – 79%- 87% will achieve First Level P7 – 67%- 77% will achieve Second Level</p> <p>Reading- By June 2025 At all other stages we aim to improve expected standards within First and Second Levels.</p> <table> <tr> <td>P2 – 61% - 71%</td> </tr> <tr> <td>P3 – 65% - 74%</td> </tr> <tr> <td>P5 - 60% - 67%</td> </tr> <tr> <td>P6 – 82%- 94%</td> </tr> </table>	P2 – 61% - 71%	P3 – 65% - 74%	P5 - 60% - 67%	P6 – 82%- 94%	<p>Additional Support Needs (ASN) Conversations with key staff (September, January and May).</p> <p>In House Moderation of Reading, planning information and evidence of work.</p> <p>Professional dialogue/feedback at Glencoats/St Fergus' Moderation/Rich Task sessions.</p> <p>Attainment and Planning Meetings where Staff will scrutinise data from last session and current session. Dips in attainment will be identified and next steps agreed (September, January and May).</p> <p>Reading, Numeracy Assessment Cohort Trackers</p> <p>Pupil Support Plans and Support Meeting Data.</p> <p>Child Plans Moderation</p> <p>Targeted intervention data/evidence of work.</p> <p>Pupils' work - Literacy and Numeracy Jotters</p>	<p>Additional Support Needs (ASN) Conversations with key staff (September, January and May).</p> <p>Introduction of Reading Spine across all stages.</p> <p>Inservice Day 1 (1 Hour) In House Moderation of Reading planning information and evidence of work.</p> <p>Inservice Day 3 (1 Hour) Professional dialogue/feedback Glencoats/St Fergus' Moderation/Rich Task sessions.</p> <p>Rich Task devised by stage partners across both schools to include Listening and Talking and Reading outcomes</p> <p>CLPL 2 (1.5 Hours) Oct 30th CLPL 6 (1.5 Hours) April 2nd Peer Observations to take place Nov-March (WTA)</p> <p>Support from Literacy Officer- Inservice Day 4- 2 hours</p>
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<p>Numeracy</p> <p>Teacher judgement/SNSA data/End of pathway/ GL assessments demonstrate that there is a need to raise attainment and achievement for all in maths and numeracy.</p> <p>The current academic session 23-24, Achievement of a Level (ACEL) Numeracy data is as follows:</p> <table border="0" data-bbox="137 462 422 584"> <tr> <td>P1 – 71%</td> <td>P5 – 88%</td> </tr> <tr> <td>P2 – 78%</td> <td>P6 – 67%</td> </tr> <tr> <td>P3 – 79%</td> <td>P7 – 71%</td> </tr> <tr> <td>P4 – 60%</td> <td></td> </tr> </table> <p>For the current academic session 22-23, improvements have been made in the following stages:</p> <table border="0" data-bbox="137 695 579 747"> <tr> <td>P1 + 10 %</td> <td>P4 +7 %</td> <td>P6 +6%</td> </tr> <tr> <td>P2 + 8 %</td> <td>P5 + 12%</td> <td>P7 +10%</td> </tr> </table> <p>The evidence suggests that the use of Number Talks programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities, particularly their fluency, flexibility and confidence. It can also provide valuable formative assessment information.</p> <p>Although many class teachers use Number Talks in their classrooms, there is a need for a more consistent and planned approach throughout the school. This will be addressed through the authority's roll-out plan for Number Talks, ensuring that a progressive and uniformed approach is implemented across all classrooms.</p>	P1 – 71%	P5 – 88%	P2 – 78%	P6 – 67%	P3 – 79%	P7 – 71%	P4 – 60%		P1 + 10 %	P4 +7 %	P6 +6%	P2 + 8 %	P5 + 12%	P7 +10%	<p>Numeracy- By June 2025:</p> <p>At key stages we aim to improve levels of attainment in Numeracy:</p> <p>P4 – 79% will achieve First Level P7 – 67%- 83% will achieve Second Level</p> <p>Numeracy - By June 2025</p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 71% - 78% P3 – 78% - 82% P5 - 60% - 63% P6 – 67% will remain on Target</p> <p>By June 2025</p> <p>Number Talks will be evident in all (P4-7) classes 3-5 times a week.</p> <p>Number talks involving dot patterns, (5/10 frames, Numicon, Rekenrek etc) will take place daily in p1-3 through play/ class routines/games/adult initiated discussions.</p> <p>By June 2025 , almost all children will demonstrate increased ability to think flexibly within their number range.</p>	<p>Monitoring of pupil experiences in writing records/Literacy and Numeracy Jotters/ SLT 'Show me what you know' visits.</p> <p>Data in Reading Pupil Surveys GL Assessment data (NGRT/PTE/PTM/ NGST) – to be used diagnostically to identify any gaps, and as measure of impact and progress.</p> <p>SNSA data – to be used diagnostically to inform next steps.</p> <p>Children's feedback on parental involvement during SLT 'Show me what you know' visits.</p> <p>Focus group of parents post Family learning events</p> <p>Parents will have an increased voice and opportunity to participate in their child's learning and the wider school Calendar.</p>	<p>Drop-in sessions for Teacher support with interventions (WTA- CLPL 9) Literacy Lead to attend Leading the Renfrewshire Literacy Approach Sessions Various dates</p> <p>Training for Support Staff in Reading interventions including Running records, Five minute box, Nessy, Number talks (PEF) Numeracy Officer support in Drop in sessions for Class teachers (WTA- CLPL 8) Number Talks CLPL By Numeracy Officer – Inservice Day 1- 1 hour Fraction CLPL- 4- 29th January Numeracy Officer Numeracy Champion Updates across identified CLPL/Staff Meeting Attainment and Planning Meetings where Staff will scrutinise data from last session and current session. Dips in attainment will be identified and next steps agreed (September, January and April). Reading, Numeracy Assessment Cohort Trackers Pupil Support Plans and Support Meeting Data. Targeted intervention data/evidence of work. (PEF) Pupils' work -Literacy and Numeracy Jotters Monitoring of pupil experiences in writing records/Literacy and</p>
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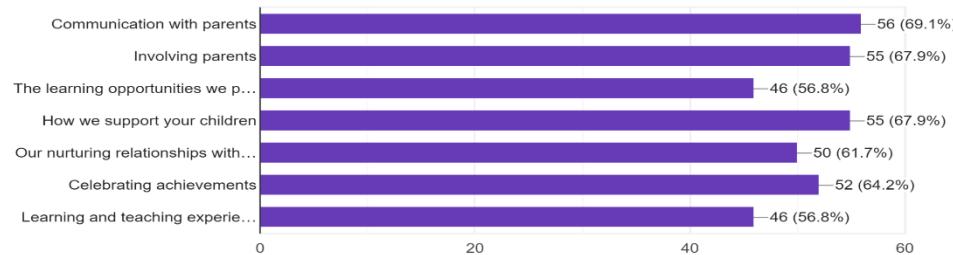
			<p>Numeracy Jotters/ SLT 'Show me what you know' visits.</p> <p>Data in Reading Pupil Surveys GL Assessment data (NGRT/PTE/PTM/NGST) – to be used diagnostically to identify any gaps, and as measure of impact and progress.</p> <p>Inservice Day 3 (1 Hour) SNSA data – to be used diagnostically to inform next steps.</p> <p>Inservice Day 4 (1 Hour)</p> <p>Children's feedback on parental involvement during SLT 'Show me what you know' visits.</p> <p>Parents will have an increased voice and opportunity to participate in their child's learning and the wider school Calendar.</p>
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Improvement Priority 3 – Curriculum: Review of our Curriculum Rationale				
HGIOS QIs	NIF Priorities	NIF Drivers	Developing in Faith	
1.2 1.3 2.2 2.7	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning. 3. Promoting Gospel values 4. Celebrating and worshipping 5. Serving the common good	
Rationale for change		Outcome and Expected	Measures	
<p>Our curriculum rationale was developed in 2016, and we are now in year 2 of this review.</p> <p>Following the review of our shared vision, values and aims Session 22-23, we must now ensure that our curriculum is shaped by these.</p> <p>We must ensure that all stakeholders contribute to its development and design, and that it reflects the unique features of our school community.</p>		<p>By June 2025</p> <p>Review of a curriculum rationale that is shaped by our revised shared vision, aims and values.</p> <p>All stakeholders contribute to the development of our curriculum rationale</p> <p>Our curriculum rationale takes account of local, national policy and guidance and all the factors that make our school unique.</p>	<p>Pre and post stakeholder survey data re. knowledge and understanding of our curriculum rationale:</p> <ul style="list-style-type: none"> - FLE 6th September - Parents' Evening 15th/16th May <p>Pupil survey data September 2024</p> <p>Completed curriculum rationale.</p>	<p>Conduct pre stakeholder surveys re. knowledge and understanding of current curriculum rationale.</p> <ul style="list-style-type: none"> - Staff- Inservice Day 1 - Children- Class Teacher to gather information September. <p>Focus group of Children to be established- October 2024</p> <p>Focus Group of Parents to be Established – October 2024</p> <p>Focus Group of Community Partners to</p>

Parental Views have been sought in May 2024 with 81 responses which is 61% of our families. The following Strengths have been highlighted:

What do you think is a strength of our school? Tick as many as appropriate

81 responses



Everyone in our school community understands what the school is trying to achieve through its curriculum.

Our curriculum rationale clearly demonstrates our commitment to securing children's rights and wellbeing.

be established in October 2024

Inservice Day 4 - 1 Hour

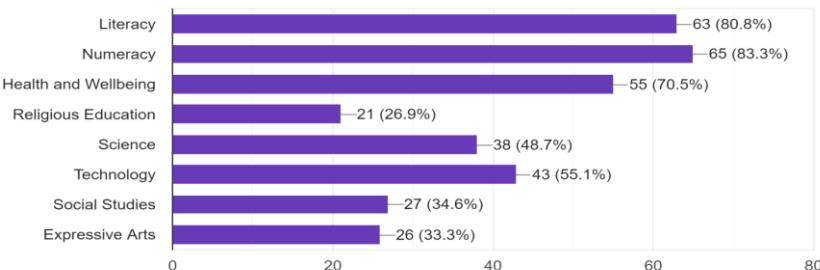
Pupil Council Meetings to ensure Child's Voice is clear in the review of our Curriculum Rationale

Curriculum Rationale Launch in June 2025

Parent's Views on Curricular Areas:

Which curricular area do you see as most important?

78 responses



Parents have indicated the following:

- 75% believe their child is happy in St Fergus
- 86% feel that we promote positive relationships
- 86% feel that their child is safe and secure in St Fergus
- 85% feel that their child is well supported in their learning