



St. Fergus' Primary School

School Improvement Plan

2025/26

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.

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:

<u>Staff</u> <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'	<u>Learners</u> <ul style="list-style-type: none">• Regular Pupil Group meetings- Pupil Council, Eco Committee, Laudato Si, School Librarians, Digital Leaders, Wellbeing Warriors,• Hot Chocolate Friday• Pupil questionnaires and feedback• Strengths and improvement consultation• Show Me What You Know Meetings (SMWYK)• Throughout classroom curricular Planning activities
<u>Parents/Carers</u> <ul style="list-style-type: none">• Annual Report feedback• Parent Evenings• St. Fergus' Families Together Meetings• 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

- 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 – Developing a consistent approach to skills language and development for all pupils in schools across the cluster

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 (see page 2 for full descriptors)

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- High levels of achievement across the curriculum with action to close the poverty-related attainment gap
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Developing in Faith

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>Education Scotland advice states “As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.”</p> <p>Through staff audit and self-evaluation at both school and cluster level, we identified the need to commit to and embed the teaching of the meta-skills framework in order to ensure that pupils can recognise, understand and explore skills essential for lifelong learning and work.</p> <p>In St Fergus, 27% of the 74 children who took the PASS Survey in Session</p>	<p>Long term outcome – 2025 - 2028</p> <p>A skills framework will be agreed within the cluster to ensure consistency of skills development at all stages using a shared language. Pupils will be able to use this language to reflect upon the skills for learning, life and work they have developed and be clear about how their achievements relate to these. This cluster approach will also contribute to effective transitions between Primary and Secondary school.</p> <p>By June 2026</p> <p>Almost all teaching staff will have an increased awareness, understanding and confidence in skills development.</p> <p>Pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts.</p>	<p>All staff across cluster to undertake baseline (by Sept) and post (June) survey to evaluate confidence around skills development.</p> <p>All pupils across cluster will undertake baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills.</p> <p>Show Me What You Know SLT class learning visits will be skills focussed and evidence an increased understanding of pupil abilities to reflect on skills using skills-appropriate language.</p> <p>GL PASS scores will show a decrease in pupils reporting they have low to moderate satisfaction</p>	<p>Term 1</p> <p>All staff will receive training to raise awareness and have a shared understanding of key skills developed. The key overarching skills will be broken down to create a pupil-friendly skills progression toolkit:</p> <ul style="list-style-type: none"> • Teamwork • Communication • Thinking Skills • Social Skills • Creativity • Problem Solving <p>A shared cluster language will be agreed and published within the toolkit to ensure learning is skills based rather than content driven.</p> <p>Throughout session</p> <ul style="list-style-type: none"> • GL PASS assessment completed with Primary 1 – 7 (Sep/Feb) • Show Me What You Know SLT class learning visits. • Selected Children across stages will work towards targeted Skills Development with Inclusion Support Assistant (PEF)

<p>2024/25 from GL indicated that they had low to moderate low satisfaction for their Preparedness for Learning.</p> <p>Additionally, the majority of pupils and staff surveyed in June 2025 stated that children in St Fergus are confident in their ability to talk about the skills they can use well and those they need to work on in different situations.</p>	<p>All classes will adopt a skills-focussed approach to learning and explicitly reflect on skills during introductions, mid-point summative assessment (AifL) and plenaries.</p> <p>All Pupil Committee Groups will be skills focussed to ensure the approach and language is embedded and pupils can apply their knowledge and awareness in a variety of contexts.</p> <p>Families will develop an awareness of the skills framework through shared home/school family learning. This will enable families to support effective dialogue relating to skills development and link this with personal achievements outside of school.</p> <p><u>By June 2026</u> Cluster plan developed to include level-appropriate staff groups that will work across schools to plan and moderate skills development. This will be embedded into all cluster SIPs for session 26/27 to ensure a shared and continued focus for improvement.</p>	<p>for their Preparedness for Learning compared to the baseline 27% taken from June 2025.</p>	<p>Practitioner Enquiry based approach will be used by all staff to implement a test of change focussed on:</p> <ul style="list-style-type: none"> • Planning for skills • Research of skills • Reflection of skills • Evaluation of pupil understanding and progress • Sharing good practice and feedback at cluster level <p><u>Term 3</u> Pilot Pupil Profiling of skill and achievements using My World of Work My World of Work. This will be piloted with upper stage classes as a small test of change and evaluated with the pupils during Show Me What You Know visits. In session 26/27, those pupils involved in the pilot will be given leadership responsibility to embed the profiling tool amongst younger year groups.</p> <p><u>By June 2026</u> All staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills.</p> <p><u>2026/27</u> Collaborative Practitioner Enquiry based approach will be used by all staff collaboratively across level-appropriate staff groups. This will be chaired by a lead practitioner within the group and focus on:</p> <ul style="list-style-type: none"> • Share practice from session 25/26 in relation to skills • Planning for skills • Research of skills • Create proposal for implementation • Trial within own environment • Reflection/moderation of skills • Evaluation of pupil understanding and progress • Sharing good practice and feedback <p>*Working Time Agreement of hours across the cluster over session 26/27</p> <p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation of skills development.</p>
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Improvement Priority 2 – Raising Attainment and Achievement: Literacy and Numeracy

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 (see page 2 for full descriptors)

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- High levels of achievement across the curriculum with action to close the poverty-related attainment gap
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Developing in Faith

- Honouring Jesus Christ as the Way, the Truth 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</p> <p>The current academic session 24-25, Achievement of a Level (ACEL) Reading data is as follows:</p> <p>P1 – 70% P5 – 67% P2 – 57% P6 – 88% P3 – 70% P7 – 79% P4 – 71%</p> <p>For the current academic session 24-25, improvements have been made in the following stages:</p> <p>P1 + 20% P3 +9% P4 +8% P5 +10% P6 +6% P7 +16%</p> <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>	<p>Reading - By June 2026:</p> <p>At key stages we aim to improve levels of attainment in Reading :</p> <p>P4 – 70%- 73% will achieve First Level P7 – 88% will achieve Second Level</p> <p>Reading- By June 2026</p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 70% - 80% P3 – 57% - 63% P5 - 71% - 79% P6 – 67%- 70%</p> <p>Writing - By June 2026:</p> <p>At key stages we aim to improve levels of attainment in Writing :</p> <p>P4 – 48%- 60% will achieve First Level</p>	<p>Additional Support Needs (ASN) Conversations with key staff (September, January and May).</p> <p>In House Moderation of Reading and Writing, planning information and evidence of work.</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>Target Schools Support Sessions from LA for Head Teacher and Class Teachers</p> <p>Inservice Day 3 (1 Hour) In House Moderation of Reading/Writing CLPL 6 (1 Hour) In House Moderation of Reading/Writing</p> <p>Support from Literacy Officer- Drop-in sessions for Teacher support with interventions (WTA- CLPL 8) Literacy Lead to attend Leading the Renfrewshire Literacy Approach Sessions Various dates</p>

<p><u>Writing</u></p> <p>The current academic session 24-25, Achievement of a Level (ACEL) Reading data is as follows:</p> <p>P1 – 70% P5 – 67% P2 – 54% P6 – 82% P3 – 48% P7 – 68% P4 – 71%</p> <p>For the current academic session 24-25, improvements have been made in the following stages:</p> <p>P1 + 20% P4 +4% P7 +5%</p> <p>There is a need to continue to build on improved consistency in writing and to continue to moderate learning, teaching and assessment processes for writing.</p> <p>From our P1 Teacher’s Practitioner Enquiry during session 2024/25 their research suggests that for Feedback to influence learning it must be understood and acted upon. This means that feedback must be both accessible and motivating. Research also notes that when learners feel that feedback is relevant and supportive, they are more likely to act on it. With the use of QR Codes, which allows the learner to listen to the Teacher’s verbal feedback, they will boost learner’s interest and encourage a positive feedback culture across the school.</p> <p><u>Numeracy</u></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 24-25, Achievement of a Level (ACEL) Numeracy data is as follows:</p>	<p>P7 – 88% will achieve Second Level</p> <p><u>Writing- By June 2026</u></p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 70% - 80% P3 – 54% - 60% P5 - 71% - 75% P6 – 47%- 59%</p> <p><u>Numeracy- By June 2026:</u></p> <p>At key stages we aim to improve levels of attainment in Numeracy:</p> <p>P4 – 78%-82% will achieve First Level P7 – 82% will achieve Second Level</p> <p><u>Numeracy - By June 2026</u></p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 68% - 71% P3 – 78% - 82% P5 - 75% will remain on Target P6 – 60% -63%</p> <p><u>By June 2026</u></p> <p>Target group of children across all stages in Numeracy will be able to:</p> <ul style="list-style-type: none"> - Problem Solve using Metacognitive strategies. This will lead to more effective problem-solving by encouraging deeper understanding. 	<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>Use of VR resource to increase cultural Capital for Writing (PEF)</p> <p>Use of QWQIR platform for verbal feedback weekly in writing tasks.</p>  <p>Numeracy Officer support in Drop in sessions for Class teachers (WTA- CLPL 8)</p> <p>Numeracy Champion Updates across identified CLPL/Staff Meeting</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 April).</p> <p>Reading, Numeracy Assessment Cohort Trackers Pupil Support Plans and Support Meeting Data. Targeted intervention data/evidence of work. (PEF)</p> <p>Pupils’ work -Literacy and Numeracy Jotters</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</p>
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<p> P1 – 70% P5 – 60% P2 – 68% P6 – 82% P3 – 78% P7 – 79% P4 – 75% </p> <p>For the current academic session 24-25, improvements have been made in the following stages:</p> <p> P1 + 20 % P5 + 3% P3 +4% P7 +16% </p> <p>Assessments and observations have highlighted that learners struggle to approach unfamiliar mathematical problems confidently and independently, especially word problems. National and international research suggests that metacognition can be a powerful lever for improvement, particularly in maths.</p>	<p>- Use transferable Skills including planning, self-questioning, and reflection applied across a wide range of numeracy tasks, supporting higher performance.</p>		<p>identify any gaps, and as measure of impact and progress.</p> <p>Inservice Day 4 SNSA/GL data – to be used diagnostically to inform next steps.</p> <p>Inservice Day 5 Attainment update</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: Rights Respecting Schools and Laudato Si

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 (see page 2 for full descriptors)

- Develop knowledge, skills, values and attributes to support children and young people to thrive
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Developing in Faith

11. Honouring Jesus Christ as the Way, the Truth and the Life
12. Developing as a community of faith and learning
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14. Celebrating and worshipping
15. Serving the common good

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Using the UN Convention on the Rights of the Child (UNCRC) we will adopt a whole school approach to child rights and human rights education. This involves learning about rights, through rights and for rights within a context of education as a right.</p> <p>The UNCRC is incorporated into Scottish law and is also one of the key priorities of the National Improvement Framework. Therefore, by introducing the UNCRC in the curriculum, we are not only informing children about their rights but also teaching them the importance of these rights. This understanding can help them to navigate the world more confidently and responsibly.</p> <p>During learning conversations with selected children and with our pupil council, the children have voiced a willingness to learn about UNCRC and be made more aware of their rights. They believe this will in conjunction with the Global Goals help to build a more sustainable future for themselves and future generations. They want to be aware of their entitlement and learn more about their future.</p> <p>There has been an increase in racial incidents being recorded this year and this is being used to combat racial incidents.</p>	<p><u>By June 2026:</u></p> <p>RRS Bronze award to be achieved</p> <p>Pupil and Parent Questionnaire will highlight and increased awareness of Rights Respecting Schools (RRS) and UNCRC.</p> <p><u>By June 2028:</u></p> <p>RRS Silver award to be achieved</p> <p><u>By June 2030:</u></p> <p>RRS Gold accreditation to be achieved.</p>	<p>Baseline Questionnaire to be taken at beginning of year and repeated at end of year to assess impact.</p> <p>Use of RRS checklist to gather sufficient evidence for Bronze award and folder of evidence to be created</p> <p>Leadership Group to be established for RRS so children play a key role in learning.</p> <p>Class Charters evident in all classes</p> <p>Assembly Planner- With UNCRC and RRS focus</p> <p>Visuals of shared language to be evident around the school i.e.</p>	<p>UNCRC links will be introduced to family learning session in Term 1.</p> <p>PEF - Teaching/Support Staff Commissioning</p> <p>RRS Action Plan will be devised shared with wider school community by RRS Leadership Group prior to application for accreditation.</p> <p>Termly Assembly to led by RRS Leadership group of progress and linked to Laudato Si assembly</p> <p>CLPL 1 – 1 hour Inservice Day 3 – 1 hour Inservice Day 4 – 1 hour CLPL 7 – 1 hour</p>

<p>We believe this will work in tandem with our Laudato Si journey, with the two leadership opportunities coming together to make our children aware of how we can build a more sustainable and equal world.</p> <p>Our Laudato Si quote for the coming year is 'the teachings of the Gospel have direct consequences for our way of thinking, feeling and living...spiritually can motivate us to a more passionate concern for the protection of our world'</p>		<p>ABCDE of rights and 3 I's and 2 u's of rights</p> <p>UNCRC all articles to be made visual in each class</p> <p>RRS topic plans to be established</p>	<p>Showcase of Learning June 2026</p>
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