



ST. FERGUS' PRIMARY SCHOOL
STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.



Mrs Mhairi McDonald
Head Teacher

OUR SCHOOL

St Fergus' Primary is a denominational school serving the Ferguslie area of Paisley and we currently have 151 children on our school role. Our whole staff team work together, and we strive to meet the needs of the families we serve.

St Fergus' has a small but supportive Parent Group, St Fergus' Families Together (SFFT). This year they have worked extremely hard to plan and deliver several events for our parents and children.

Our school provides flexible learning spaces inside and out. There are 7 classroom bases with external learning areas directly off the classrooms, a sensory room, a nurture room, purpose-built Library area, independent and specialist learning pods, a tutorial room, a parent's room, a gym hall/dining area, a large flexible learning room which we utilise for music, drama and parent events. The school grounds comprise of a large multipurpose sports pitch, an eco-garden, outside dining, outside exercise equipment, a timber and wildlife trail, climbing frame and an outside classroom area.

Over the years we have built very strong partnerships with agencies and our community to provide motivating experiences for our children as well as supporting all children to achieve their potential within a nurturing and caring environment. We have a very strong partnership with our Parish, St Fergus' Catholic Church as well as many our partners within the local community including the Tannahill Centre, Ferguslie Library, The Sculpture House, RAMH and wider organisations such as Who Cares? Scotland and Nil by Mouth. We also have a very strong partnership with our neighbouring school Glencoats Primary and plan many joint experiences for our children across the year.

St. Fergus' Primary School aims to promote respect in an inclusive school, we strive to ensure that everyone feels valued and is treated fairly. We believe in a strong commitment to children's rights and endeavour to build positive relationships, built on mutual respect, between staff, children and parents. In St Fergus' we want all our children to feel safe, happy and well to ensure that they are able to achieve to the best of their abilities.

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.

- ✓ Positive Parental engagement continued during our 2 Family Learning Events, Class Showcases and Monthly Family Masses. These have given our parents a greater understanding of their children's learning, Faith development and help them to support their children at home.
- ✓ Primary 6 worked together over 6 weeks with their friends in Glencoats Primary and they celebrated their musical talents to their parents with the very successful 'Beat Buddies' Showcase. This allowed our children to demonstrate social skills and teamwork while performing a range of musical rhythms and songs.
- ✓ Our Primary 7 Violinists showcased their musical talent at their Leaver Mass in June to the Parish community and their parents.
- ✓ Our various sports teams have taken part in a range of competitions within the community and across the authority over the year including Mixed Football, Girls Football and Netball. Our children demonstrated respectful behaviour and great teamwork, maintaining the positive school reputation.
- ✓ Almost all of our Primary 6 pupils and Primary 7 pupils took part in and completed Bikeability Level 1 & 2 training. They demonstrated resilience and perseverance over the weeks and were able to follow instructions safely in and out of the school.
- ✓ Successful partnership working continued with Glencoats Primary School's across all stages with particular emphasis on Reading.

- ✓ Successful Anti -Sectarian with Glencoats Primary. All children took part in the Divided City Tour across Glasgow which gave our children in Primary 7 a greater understanding of Sectarianism in the West of Scotland and what they can do to eradicate this in our Community.
- ✓ Our Primary 2 children took part in the BBC Birdwatch, giving them an understanding of the biodiversity within our local area.
- ✓ Our School has been awarded the Reading School Scotland Silver Award in December 2024. Our pupil leadership group, School Librarians, have worked hard to ensure that we have an incredible reading environment for our children, staff and wider families. Reading school Scotland were very impressed with the brilliant actions taken throughout our reading journey and, they recognised how well these are supported by our children and School Librarians.
- ✓ At the end of February, we were recognised for our ongoing partnership work with Glencoat's Primary by the Charity 'Nil By Mouth', as this year's recipients of 'Champion Change Award' for 2025. The Charity's staff and Trustees awarded this to both schools in recognition of the schools outstanding commitment to equality and our unwavering commitment in making Ferguslie Park, better and bolder than bigotry.
- ✓ Pupils led and participated in enterprising activities and with their efforts to raise funds for charity as well as for the school. We donated to The Royal Hospital for Children, Glasgow, the Bishop's Charity (MISSIO), SCIAF and the Local Foodbank.
- ✓ Our Primary 5 children were part of the Largest online Poetry Lesson (43,516 participants) on 3rd October, led by Laura Mucha , author and poet, and have been entered into the World Guinness Book of Records.
- ✓ Our Laudato Si Group plan and delivered our first ever Laudato Si week in June 2025.
- ✓ Our parent group, SFFT, were successful in their bid for £4699 for new outdoor exercise equipment. The equipment was selected by our Eco School's Leadership group which gave our children their voice in the improvements of our school. This equipment will enable our children, parents and the wider community to improve their physical and mental health -with activities planned for in Session 2025/26.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All teaching and support staff have leadership roles linked to their interests and skills, which have allowed our School's Improvement Plan priorities to be addressed collaboratively.
- Our pupil Leadership Groups have continued to work hard to ensure their voice has been heard in the decision making regarding our school priorities. They have presented at Assemblies, inputted into our School Newsletters and have been part of our Family Learning Events.

Teacher Professionalism

- The comprehensive quality assurance programme is in place to evaluate the quality of learning and teaching across the school. This has included:
- 'Show Me What You Know Visits' by the Senior Leadership Team to all classes. This has allowed for further development of consistency across all stages.
- All staff members have continued to engage in relevant training to enhance learning and teaching in relation to Literacy, Numeracy and Health & Wellbeing and continue to seek opportunities to develop their knowledge and skills. The impact of this has been:
 - Numeracy Training from the Numeracy & Mathematics Development Officer has enabled all Teaching Staff to include new pedagogy and a positive mindset to the teaching of Numeracy and Maths. This has ensured that topics are more relevant, engaging and active for the children resulting in the majority of children attaining their expected milestones.
 - Literacy Training from the Literacy Development Officer has enabled all Teaching and Support Staff to have an overview of Key aspects of the Renfrewshire Literacy approach, an understanding of a range of evidenced based approaches to teaching Readings and how this supports the development of key reading skills. This training has contributed to the majority of children attaining their expected milestones across all stages.
 - We continued moderation of learning, teaching and assessment, this year we looked at Reading working with colleagues in Glencoats Primary. Teachers across our schools worked together to plan and assess Reading as well as visit each other to share good practice. The impact has been an improved consistency and progression of learning, teaching and assessment of Reading in all classes supported by our learning and teaching strategy and assessment and tracking processes.
 - RNRA training with all staff has deepened the understanding of Language is a Vital Means of Communication. All staff have continued to see a reduction of Distressed Behaviours in the classroom which has resulted in almost all children being supported to regulate and be ready for learning in the classroom.

- All Teaching staff identified areas where they have been able to use the Practitioner Enquiry model to reflect, gather data, make small tests of change to improve the learning, teaching and engagement in their classrooms and present their findings to all teaching staff. This process has allowed staff to collaborate, question, use relevant research and share their practice on a range of subjects including:
 - How does the use of 'QWIQRs' effect Feedback within a Primary One classroom.
 - Does reading for enjoyment impact engagement in a Primary Two class?
 - Can the introduction of a Nurture focused 'breakfast' improve behaviours, focus and concentration in a Primary 3 class?
 - Does teaching spatial skills improve attainment in Numeracy? (Primaries 4 & 5)
 - Does focusing on metacognition skills in numeracy promote pupil confidence and raise attainment?
 - How does play-based interventions impact the behaviour of pupils in the Upper School?
 - Promoting Kindness through compliments Project
- Our Curriculum Rationale has been reviewed and updated to reflect our unique features of our school community; this will be launched to all stakeholders in August 2025.

Parental Engagement

- Just 2 Easy, Website, Facebook and Groupcall accounts have allowed parents/carers to receive quick and effective communication from the school regarding information and events.
- Our new Class Showcases have given parents/carers an opportunity to come into class and participate in learning experiences with their child.
- The Head Teacher and Church representative attend our Parent Group, St Fergus' Families Together (SFFT) meetings and maintains contact with SFFT Chairperson by email regarding business matters.
- Strong, positive partnership has enabled our SFFT group to raise funds which have enhanced teaching and learning opportunities for our children.
- SMT and various other members of staff managed to plan and attend meetings (progress, TAC, etc.) to keep parents/carers up to date with progress and help offer reassurance where there have been worries or concerns.

Assessment of Children's Progress

- Teachers complete Health and Wellbeing Web assessment with each child and the information is used to target appropriate supports and interventions.
- A comprehensive annual standardised assessment calendar is in place to support teachers to make accurate judgements. The Scottish National Standardised Assessment was administered in November so that results could be used diagnostically to identify gaps in children's learning and inform planning.
- School/ Community moderation work has been successful in working towards a clear shared understanding of expectations.

School Improvement

- Faith Fridays (monthly) to ensure that our school comes together with our families and our Parish to promote our Catholic Faith.
- We continue to engage in Laudato Si process and protecting the world we live in.
- We have continued to focus on mental health and wellbeing of children and staff including well planned opportunities during Wellbeing Wednesdays in consultation with the Educational Psychologist.
- Staff have used a range of data to inform the planning process, this enabled the teachers to identify and address gaps in learning.
- Prioritise support staff through Pupil Equity Funding and use to support targeted children to increase attainment of expected milestones across all stages.
- We continue to work closely with our Education Manager to evaluate various aspects of our school. This has allowed us to work collegiately to celebrate our successes while identifying areas for improvement.

Performance Information

- The school continues to use robust monitoring and tracking systems to ensure that the needs of children are met. Termly meetings continue to ensure that HT/DHT and teachers have regular opportunities to discuss children's health and wellbeing (twice per year), attainment and achievement and to plan interventions/supports. Teachers are expected to provide evidence of children's work to back up professional judgements.
- A range of standardised assessments, moderation activities and a body of evidence folder, including Literacy, Numeracy and health and wellbeing information are used to support teachers' professional judgement.

- The current academic session 24-25, Achievement of a Level (ACEL) data is as follows:

Listening and Talking		Reading		Writing		Numeracy	
P1 – 70%	P5 – 80%	P1 – 70%	P5 – 67%	P1 – 70%	P5 – 67%	P1 – 70%	P5 – 60%
P2 – 86%	P6 – 100%	P2 – 57%	P6 – 88%	P2 – 54%	P6 – 82%	P2 – 68%	P6 – 82%
P3 – 87%	P7 – 79%	P3 – 70%	P7 – 79%	P3 – 48%	P7 – 68%	P3 – 78%	P7 – 79%
P4 – 83%		P4 – 71%		P4 – 71%		P4 – 75%	

Pupil Equity Funding (PEF)

St Fergus' PEF plan has been established in consultation with all stakeholders with the focus on improving outcomes for our children in Literacy, Numeracy and Health and Wellbeing. Regular Parent Council meetings, Parental and Children's surveys, Pupil Voice Groups have all been involved in priorities of PEF. Our findings are collated and analysed by the staff team. Results are shared with all stakeholders and used to inform interventions, resource purchase and the focus of professional learning. Information from all information including tracking and monitoring data is used to see what is having an impact and what needs to stop and ways forward to support our children.

For session 2025/26 the Scottish Government has awarded our school £104,125 and this has been used for Staffing and Resources.

Staffing

The PEF Plan included the employment of an Early Learning and Childcare Officer, Inclusion Support Assistant, 2X Classroom Assistant (Full time) and an Additional Support Needs Assistant (Part Time). This extra staffing complement has allowed for universal support across all stages, support for children who have an identified Additional Support Need (ASN) and specialist activities/support for individual and groups of targeted children and families across all stages.

Inclusion Support Assistant (ISA)- Targeted Wellbeing Supports

Our targeted wellbeing interventions have continued to have a significant impact on children across the school as well as contributing to the school's overall nurturing ethos and universal support. Our ISA has supported 17 children and families across all stages. This has resulted in a calm playground, a significant reduction in peer conflict and a greater readiness to learn in pupils returning to class following interval and lunch break. The sessions provide children with planned experiences to develop a range of meta and social skills through a range of on and off-site activities, including the use of local community facilities such as the Ferguslie Library, ON-X sports centre, Lochwinnoch Nature Reserve and the Seagull Trust.

Our ISA has maintained weekly records, receiving Parental and Staff feedback which demonstrate an improvement in identified social and meta skills for almost all children including communication, resilience and confidence.

Classroom Assistant and ECLO- Time to Talk Sessions

Time to Talk sessions, delivered by our PEF staff, have been used by the majority of children from Primary 3-7 which has developed excellent relationships, and almost all children have a trusted adult within our school.

Early Learning and Childcare Officer (ELCO) - P1-3 Targeted Support/ Classroom Assistant (CA) P1-7 Targeted Support

Our ELCO and CA's have continued to support the attainment of children, particularly those with additional needs in literacy, through the use of the 5 Minute Box, Nessy and other literacy interventions such as Book Bug.

Our data shows a continuing need to develop Reading, Writing and Numeracy Skills at all stages which will be a focus for ELCO/CA's intervention next session as part of our school improvement priorities.

As a result of successful interventions, attainment improvement is reflected at the following stages:

Listening and Talking		Reading		Writing	Numeracy	
P1 +20 %	P4 + 8%	P1 + 20%	P3 +9%	P1 + 20%	P1 + 20 %	P5 + 3%
P2 +4%	P5 + 13%	P4 +8%	P5 +10%	P4 +4%	P3 +4%	P7 +16%
P3 + 3%	P7 +16%	P6 +6%	P7 +16%	P7 +5%		

Resources

A variety resources have been purchased to support children's attainment in Literacy, Numeracy and Health and Wellbeing in school and at home, including:

- Big Cat to allow whole school support for reading and online accessible texts for home use
- GL Assessment – Complete Package

- Resources to support writing
- Library Resources to support Reading for Pleasure
- Resources to support children with distressed behaviour
- Catering resources for family learning events

To improve parental engagement, commissioning was used to plan and implement 2 family learning sessions. The Family Learning events allowed staff to share learning with parents and families. Feedback from parents through a Forms questionnaire indicates that they feel more involved with their children's learning and more skilled in providing support

KEY STRENGTHS OF THE SCHOOL

- ✚ Our children feel that as a school our Staff provide opportunities for Faith development in all classes and our school has a strong partnership with St Fergus' Church.
- ✚ Strong teamwork across staff as they work hard to provide a positive learning environment for children.
- ✚ Children are encouraged to take responsibility for their own learning, and they confidently engage with adults and readily explain their learning.
- ✚ Very positive and supportive relationships exist between adults and children.
- ✚ Pupil views are valued and acted upon with involvement in decision making across various aspects of school life.
- ✚ The very inclusive and nurturing approach by staff, which ensures children feel safe and cared for whilst at school.
- ✚ Children's understanding of health and wellbeing and the support provided by the school to ensure children develop in this area. Children's engagement in assessment of their wellbeing.

OUR NEXT STEPS – PRIORITIES FOR 2025-2026

We believe that we have made good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

- ✚ Continue to ensure that children will experience inclusive learning and supportive relationships which lead to positive life outcomes, which will include:
 - Developing skills for Learning, Life and Work through the implementation of skills progression framework. Use of My World of Work profiling will be piloted with upper school children
 - Partnerships with Glencoats Primary
 - Develop the children's knowledge and understanding of UNCRC while incorporating the articles across all aspects of the curriculum
 - Gain the Bronze Award for the Rights Respecting school
- ✚ We will aim to increase attainment in Literacy and Numeracy across all stages.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.