



St. Fergus' Primary School

School Improvement Plan

2026/27

**Peer moderated by HT Thorn Primary School, June 2026*

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> • 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> • Regular Pupil Group meetings - Pupil Council, Eco Committee, Laudato Si, School Librarians, Digital Leaders, Wellbeing Warriors, Spanish Ambassadors, Rights Respecting Schools • Hot Chocolate Friday • Pupil questionnaires and feedback • Show Me What You Know Meetings (SMWYK) • Trio learning observations • Throughout classroom curricular Planning activities
<u>Parents/Carers</u> • Annual Report feedback • Parent Evenings • St. Fergus' Families Together Meetings • Monthly Newsletters • Parental evaluations of school events • Website • Team Around the Child (TAC) meetings	• 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, phone calls and home visits where appropriate
- 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 (year 2)

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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
Education Scotland advice states <i>"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."</i> Additionally, Building the Curriculum 4 states that <i>"Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy"</i>. Recent research by the Scottish Government shows	Long term outcome – 2025 - 2028 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. By May 2027 Key staff from our feeder Secondary School will be linked and have access to Primary 7 digital Pupil Profiles. This will ensure a smooth and continuous skills development journey during Primary to Secondary transition. By June 2027 Almost all teaching staff will have an increased awareness, understanding and confidence in skills development.	All staff across cluster to undertake yearly baseline (by Sept) and post (June) survey to evaluate confidence around skills development. All pupils across cluster will undertake yearly baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills. Quality Assurance activities such as Show Me What You Know SLT class learning visits and jotter moderation will be skills focussed and evidence an increased understanding of pupil abilities to identify and reflect on skills using skills-appropriate language.	Term 1 Findings of confidence audit will inform school and cluster level professional learning opportunities. Throughout session All pupils will participate in skills-masterclasses on a rolling 6-week programme that will provide opportunities for wider achievement. Primary 7 pupils will develop leadership skills by supporting Primary 1 pupils during weekly Buddy Club, modelling skills language and supporting younger children in reflective dialogue. A shared cluster language using the meta-skills framework will be embedded into planning frameworks to ensure learning is skills based rather than content driven. - GL PASS assessment completed with Primary 1 – 7 (Sep/Feb) - Show Me What You Know SLT class learning visits - Jotter moderation - Selected Children across stages will work towards targeted Skills Development with Inclusion Support Assistant (PEF)

that 72% of Scottish employers consider meta-skills the most significant factor when recruiting (Employer Skills Survey 2024 – Scotland) Through staff audit and self-evaluation at both school and cluster level, we identified that there has been an increase in confidence from teachers that pupils' can talk about the skills they are learning. However, we still recognise 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. PASS data from session 25/26 shows that, at all stages, boys indicate a lower satisfaction score for their Preparedness for Learning and Learners Self Worth compared to those scores indicated by girls.	Pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts, including linking skills development to their wider world and wider achievements. All 12 meta-skills will be embedded across progressively across learning. All classes will embed a skills-focussed approach to learning and explicitly reflect on skills during introductions, mid-point summative assessment (AifL) and plenaries. 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. Shared home/school family learning and communication will have a focus on skills development. This will enable families to support effective dialogue relating to skills development and link this with personal achievements outside of school. Skills language will be embedded into planning frameworks to ensure the development of skills is progressive and planned for from Primary 1 to Primary 7. Cluster level planning and moderation of skills development at all stages will be embedded to ensure a shared and continued focus for improvement.	GL PASS scores will show a decrease in boys reporting they have low to moderate satisfaction for their Preparedness for Learning and Learner Self Worth.	Skills language will be shared between home and school to ensure families have increased capacity to support skills-based dialogue. This will include skills being explicitly noted in medias such as: • School newsletters • Digital celebrations of learning (social media/ClassDojo etc) • Homework tasks • Wider achievement celebration and tracking Pupil Profiling of skills and achievements using My World of Work My World of Work. Those pupils involved in the 25/26 pilot of this software will be given leadership responsibility to embed the profiling tool amongst younger year groups. By June 2027, all pupils in Primary 4 to 7 will be recording successes and achievements, including wider achievements, using this digital tool. By May 2027, P7 pupil profiles will be shared with relevant colleagues from St Andrew's Academy to support the current transition programme. All staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills. Collaborative Practitioner Enquiry based approach will be used by the Skills Leads Network across level-appropriate staff groups. This will be chaired by a lead practitioner within the group and focus on: • Share effective practice from session 26/27 in relation to skills • Research of skills • Building collective expertise • Support consistency in planning for skills and implementation at all levels • Collate a bank of activities which showcase each skill • Maintain and evaluate timeline for embedding framework • Model within own environment • Reflection/moderation of skills • Evaluation of pupil understanding and progress • Celebrating successes and progress *Working Time Agreement of hours across the cluster over session 26/27 Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation of skills development.
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Improvement Priority 2 – Raising Attainment and Achievement with a particular focus on Reading, Writing 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 Impact	Measures	Interventions																																																																																										
<table><tr><th colspan="5">Attainment figures session 25/26 (recorded in percentage points)</th></tr><tr><th>Stage</th><th>T&L</th><th>R</th><th>W</th><th>N</th></tr><tr><td>P1</td><td>88</td><td>58</td><td>54</td><td>71</td></tr><tr><td>P2</td><td>73</td><td>64</td><td>55</td><td>82</td></tr><tr><td>P3</td><td>89</td><td>56</td><td>56</td><td>67</td></tr><tr><td>P4</td><td>92</td><td>75</td><td>46</td><td>79</td></tr><tr><td>P5</td><td>85</td><td>77</td><td>73</td><td>77</td></tr><tr><td>P6</td><td>84</td><td>69</td><td>50</td><td>63</td></tr><tr><td>P7</td><td>100</td><td>88</td><td>81</td><td>81</td></tr></table> Local Authority quartile data evidences that our pupils have lower levels of attainment than our Quartile Comparators in all curriculum areas. This has been a pattern for the past 5 years, with the attainment gap most prevalent in Reading and Writing at all ACEL stages. Primary 4 ACEL data in writing this session, although in line with attainment over time for the cohort, falls significantly below expected standards and interventions are required to ensure this improves. We recognise this trend needs to	Attainment figures session 25/26 (recorded in percentage points)					Stage	T&L	R	W	N	P1	88	58	54	71	P2	73	64	55	82	P3	89	56	56	67	P4	92	75	46	79	P5	85	77	73	77	P6	84	69	50	63	P7	100	88	81	81	Pupils By June 2027: Attainment across all stages and organisers will remain consistent or increase compared to 25/26 data, ensuring improved outcomes for all learners. <table><tr><th colspan="5">Maintenance and Aspirational targets by stage (recorded in percentage points)</th></tr><tr><th>Stage</th><th>T&L</th><th>R</th><th>W</th><th>N</th></tr><tr><td>P1</td><td></td><td></td><td></td><td></td></tr><tr><td>P2</td><td>88 – 96</td><td>50 - 67</td><td>54 – 63</td><td>71-79</td></tr><tr><td>P3</td><td>73 – 82</td><td>64 – 73</td><td>55 – 73</td><td>82-82</td></tr><tr><td>P4</td><td>89 – 93</td><td>56 – 62</td><td>56 – 59</td><td>67 – 70</td></tr><tr><td>P5</td><td>88 – 92</td><td>75 – 79</td><td>46 - 58</td><td>79-83</td></tr><tr><td>P6</td><td>85 – 89</td><td>77 - 86</td><td>73 - 75</td><td>77-86</td></tr><tr><td>P7</td><td>84 – 87</td><td>69 - 72</td><td>50 - 56</td><td>63 - 69</td></tr></table> Attendance for target group of children will increase to above 90%. Staff 2 Working Parties (WP) will be dedicated to streamlining planning and assessment for all staff, ensuring consistency of approach across the school and collegiate responsibility. This will ensure all	Maintenance and Aspirational targets by stage (recorded in percentage points)					Stage	T&L	R	W	N	P1					P2	88 – 96	50 - 67	54 – 63	71-79	P3	73 – 82	64 – 73	55 – 73	82-82	P4	89 – 93	56 – 62	56 – 59	67 – 70	P5	88 – 92	75 – 79	46 - 58	79-83	P6	85 – 89	77 - 86	73 - 75	77-86	P7	84 – 87	69 - 72	50 - 56	63 - 69	Pupils Baseline data (August/September), mid-point data (January) and end-point data (May) using the GL suite of assessments: • NGST (spelling) • NGRT (reading) • PTE (English) • PTM (Maths) • PASS (HWB) January (P4 and 7) and May (P1): NSA results will show a consistent or higher level of attainment compared to 25/26 data. May (endpoint): ACEL Data will be compared to previous session as well as Quartile and Local Authority comparators Monthly attendance data to show an increase compared to previous month.	Target Schools Support Sessions from LA for Head Teacher and Class Teachers. Appointment of 2x 0.5FTE Principal Teachers with a remit to increase Literacy and Inclusive Practice across the school (PEF). Staff Working Parties to meet once per term, using The Renfrewshire Way to support planning for change. Improved use of Cohort Benchmark trackers. Raising Attainment Action Plan to be created for all stages, highlighting aspirational targets, barriers to learning and targeted interventions. SLT and trio classroom observations focussing on features of highly effective practice. Consistency to be analysed and shared with staff.
Attainment figures session 25/26 (recorded in percentage points)																																																																																													
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reverse in order to increase the life chances of all pupils and allow them to have the appropriate levels of Literacy and Numeracy to succeed in the wider world. In a recent staff survey, almost all staff felt that over-bureaucratic planning and assessment approaches were not fit for purpose and are having a detrimental impact within the planning, teaching and learning cycle. It is also recognised that Wider Achievement is celebrated regularly but tracking is inconsistent. Attendance over the past 3 years has been consistent at 93%, however over 20% of pupils have attendance less than 90%. This significantly impacts attainment for the majority of those children.	learners are receiving high-quality learning experiences leading to improved attainment. <u>By June 2027</u> Both WPs will create and work towards the completion of and Action Plan, ensuring all staff within the WP are working towards the same shared vision. Working Party 1 (planning) will create an online planning tool covering all curricular areas. This will be linked to current benchmarks and skills development, ensuring progression through the school is tracked and monitored. Working Party 2 (assessment) will review and amend the current Cohort Trackers to ensure more alignment with the Scottish Curriculum in preparedness for the implementation of the Curriculum Improvement Framework.	<u>Staff</u> September, January and May: Teacher judgement of attainment across all stages based on CFE Benchmarks will be accurate and robust and will show an increase in the number of children ahead or on target and a decrease of those who are not on track. Tracking minutes will evidence data led targeted interventions for identified children.	Inservice plans linked to QIs 2.3 and 3.2: 1. CIC update/Raising Attainment Action planning/The Renfrewshire Way 2. Curricular leads 3. Attainment update/moderation/CIC update 4. Promoting Gospel Values and Faith Development (see SIP3) 5. Attainment update/Data Dive/moderation Targeted Support Groups identified for Reading, Writing and Numeracy across the school, with a specific focus on P5 cohort based on P4 data session 25/26 (PEF) <u>Literacy</u> • Modelled reading lessons (whole class and groups) • Reading stations in all classes • Reading Focus Week (Book Week Scotland/World Book Day) • Investment in wider range of core reading books • Support from Literacy Development Officer • Diagnostic use of assessment data • Utilise Wraparound Spelling approaches • Link reading and writing lessons to provide meaningful connections • Use of VR resource to increase cultural capital • Renewed focus on The Write Stuff <u>Numeracy</u> • Daily Number Talks at each stage • Maths Recovery utilised diagnostically to identify gaps and barriers <u>Attendance</u> • Identified pupils to be monitored monthly • ESBA toolkit used to support pupils and families (PEF)
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Improvement Priority 3 – Faith and moral development: Rights Respecting Schools, Laudato Si and celebrating diversity

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 Impact		Measures		Interventions	
The UNCRC is incorporated into Scottish law and is also one of the key priorities of the National Improvement Framework. Therefore, by embedding 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. In session 25/26 we achieved RRS Bronze Award. To achieve Silver, we must embed the understanding of the UNCRC across all stages. We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that <i>“Scotland has a wonderfully diverse society and we ae all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is</i>		Pupil and Parent questionnaires will highlight a continued increase in awareness of children’s rights. Using the UN Convention on the Rights of the Child (UNCRC), the Laudato Si framework, Nil by Mouth challenging sectarianism programme and Building Racial Literacy programme, we will embed a whole school approach to children’s rights, diversity and human rights education. This involves learning about rights, through rights and for rights within a context of education as a right, and will result in a reduction of racist incidents. Ensure an inclusive ethos which aims to honour the life, dignity & voice of each person made in the image of God.		Pupils and parents will undertake yearly baseline (by Sept 2026) and post (by June 2027) survey to identify their awareness and understanding of children’s rights. SEEMIS recording data will show a reduction in racist and bullying incidents. Use of RRS checklist to gather sufficient evidence for Silver award and body of evidence to be created. Faith Self-Evaluation moderation at cluster level using Developing in Faith, this session focussing on Theme 3 – Promoting Gospel Values.		Pupils Pupil Leadership Groups will play a key role in gathering evidence, monitoring progress and evaluating the effectiveness of UNCRC/Laudato Si/Diversity education. RRS Silver Action Plan will be devised with pupils and shared with wider school community by RRS Leadership Group prior to application for accreditation. A rolling programme of assemblies is planned with a focus on children’s rights, Gospel Values, sustainability and diversity. This will be shared with families via our monthly electronic newsletters and through Family Learning Events. Class Charters will be evident in all classes. UNCRC articles will be made visual in each class and within wider school displays. In partnership with Glencoats Primary School: - Primary 7 children will participate in Nil by Mouth workshops, celebrating diversity across our wider community - A shared Black History Month topic will be delivered at all stages	

<i>that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally"</i> School data shows an increase in racial and bullying incidents over the past 2 years. With 6 Nationalities, 4 religions and 16 languages represented in St Fergus', it is important that we combat such incidents, displaying our Gospel Values to promote an ethos where every race and religion is celebrated. 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, equitable world where diversity is celebrated and learned from. Our Laudato Si quote for the coming year is <i>"Living our vocation to be protectors of God's handiwork is essential to a life of virtue; it is not an optional or secondary aspect of Christian life."</i> It is agreed at Cluster level that we will self-evaluate the Developing in Faith theme of Promoting Gospel Values this session.	<u>By June 2027:</u> RRS Silver award to be achieved <u>By June 2029:</u> RRS Gold accreditation to be achieved. UNCRC language will be embedded into planning frameworks to ensure the understanding of children's rights is progressive and planned for from Primary 1 to Primary 7.		Primary 6 children will participate in a joint year-long project with Gatekeeper Art and Monty Media, aimed at community-togetherness and celebrating shared history In collaboration with our Diocese partners, all Primary 7 pupils will participate in a Pilgrims in the Park event, focusing on the work of Saints represented across our cluster schools Termly Cultural Diversity Days focusing on diversity and inclusion. Collaborative planning between Pupil Leadership Group leads to ensure all pupils are supported in their faith and moral development. <u>Staff</u> All staff will receive training for our link EP based around Racial Literacy. Staff working party will ensure RRS language is evident in electronic planning documentation across all curricular areas. All staff will use UNCRC-based language in pupil displays to ensure clear links are visible between learning, rights and inclusive ethos. RE co-ordinator will work in partnership with Cluster colleagues to model good practice, share resources and self-evaluate at Cluster level. In collaboration with our Diocese partners, all staff will participate in a joint Faith in February event during the February in-service, focusing on spiritual development <u>Policy and environment</u> Diversify our class libraries by incorporating a broader range of books that reflect a variety of cultures, ethnicities, and lived experiences. In partnership with all stakeholders, including input from EP for families, refresh St Fergus' Respect Me Policy to ensure a shared understanding of the responsibility of all in supporting the holistic development of all pupils. A shared bank of Cluster resources will be purchased using a committed spend from each school, aimed at increasing diversified Health and Wellbeing resources to promote the holistic development of all pupils.
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