



St. Fillan's 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 Jacqueline McPherson



Head Teacher



Our School

St. Fillan's Primary School is a denominational primary school situated within the village of Houston, firmly rooted in our local community. The Senior Leadership Team, consists of the Head Teacher and Principal Teacher. The Principal Teacher plays a pivotal role in supporting the Head Teacher, particularly in the realm of pupil support and the implementation of our planned school improvement initiatives.

St. Fillan's has a dedicated team comprising of 8.6 teachers, 1 classroom assistant, and 3.5 additional support needs assistants, all committed to ensuring that every child receives the support necessary for their success. Furthermore, the school benefits from a range of supplementary services, including a Family Wellbeing Worker, a music teacher, and a specialist teacher who assists children with hearing and visual impairments.

Inside the school, each learning area is thoughtfully designed and well-resourced, equipped with interactive smart boards, comprehensive classroom libraries, and breakout spaces that cater to the diverse learning needs of our pupils. These modern tools not only enhance engagement in lessons but also foster an interactive and dynamic atmosphere conducive to learning. Additionally, our extensive outdoor area, featuring a Trim Trail, football pitches, and basketball stands, serves as an ideal setting for physical activities and informal gatherings, allowing children to relax and play.

A significant aspect of our school's identity is its strong connection with St. Fillan's Parish Church. Our pupils have access to the Church Garden and Grotto through a link gate, enriching both our extracurricular and curricular activities. This relationship highlights the integral role of the Church in our moral and spiritual education. We greatly value our strong ties with the parish community, particularly with our school Chaplain, Monsignor Andrew McFadden, and Sister Mary Frances, who provide invaluable guidance to our children as they prepare to receive the Sacraments of Reconciliation (First Confessions), Holy Eucharist (First Holy Communion), and Confirmation each year.

The senior leadership team also collaborates closely with the Saint Vincent de Paul conference in the parish to extend support and assistance to families within our school community. This partnership exemplifies our commitment to nurturing not only academic excellence but also the overall well-being of our pupils and their families.

St. Fillan's Primary has established an excellent reputation for maintaining high academic standards while prioritising the holistic development of each child. Collectively, we have cultivated a welcoming, inclusive, nurturing, and supportive environment that empowers children to flourish. Our strong relationship with the Parent Council has been central to our success; our active and dedicated parents significantly contribute to the school community. The Parent Fundraising Committee continually strives to enhance facilities and resources, illustrating the vital role that parents play in the overall development of our pupils.

Within our nurturing and inclusive school environment, we celebrate differences and embrace diversity. The staff team is dedicated to providing a safe and motivating learning atmosphere, ensuring that every child feels valued and encouraged to engage fully. Each pupil is afforded the opportunity to excel, and together we strive to nurture resilient, confident learners prepared for the challenges ahead. As we look to the future, our commitment remains clear: to provide an excellent education while fostering an enriching and supportive school experience for all.





OUR VISION

At St. Fillan's, **our aim is to ensure that all children are valued, supported, and encouraged** to take an active part in the life of the school and the wider community.

We believe that every child should feel a strong sense of belonging and have the confidence to contribute, explore, and thrive.
Our guiding principle is simple:

“In Learning, we are Growing and Succeeding Together.”

This reflects our belief in nurturing not only academic achievement but also personal growth, kindness, and community spirit.

Our Values

At the heart of our school community are the values our children believe matter most:

Faith, Respect, Responsibility, Teamwork, Trust, and Success.

These values shape our daily life at school. Through real experiences and opportunities, our children are encouraged to live out these values in meaningful ways.

Above all, our core value is **Kindness**.

Kindness runs through everything we do. It forms the foundation of our *St. Fillan Standard*—a shared set of high expectations that guides how we learn, work, and treat one another every day.

Together, these values help us create a school environment where everyone feels respected, supported, and inspired to be their best.



Our AIMS

At St. Fillan's, we encourage every child to grow with confidence and joy through our BUDS aims:

Be Brave - Step forward with courage, face challenges, and never be afraid to try.

Unleash Creativity – Aim high, work hard, and always strive to be your best.

Demonstrate Excellence – Think imaginatively, express yourself, and explore new ideas.

Show Enthusiasm – Bring energy, positivity, and a love of learning to everything you do.



These aims help shape learners who are confident, kind, and ready to make a difference in school and beyond.

Because at St. Fillan's:

"In Learning, we are Growing and Succeeding Together."

Preparing for Life Beyond the Classroom

At St. Fillan's, we believe that every child's success is built on more than just academic achievement.

We are committed to helping our pupils develop:

Skills for Learning – building strong foundations in literacy, numeracy, and critical thinking

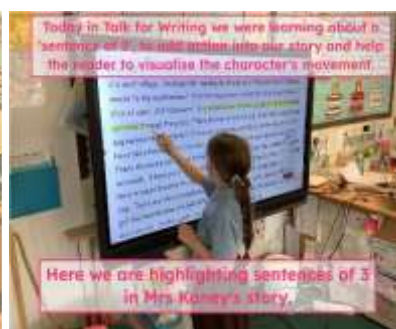
Skills for Life – fostering confidence, resilience, communication, and emotional well-being

Skills for Work – encouraging creativity, responsibility, teamwork, and problem-solving

By nurturing these skills, we empower our children to succeed now and, in the future, in school, in the wider community, and in life.



Our Golden Ticket Tea Party Winners February 2025



SUCSESSES AND ACHIEVEMENTS

Celebrating Success Together:

This school year has been filled with many successes and proud moments for our school community. These achievements reflect the dedication and teamwork that define life at St. Fillan's. Our success is made possible through:

- The commitment and care of our staff team
- The enthusiasm and effort of our children
- Strong partnerships with external organisations
- And the continued support and involvement of our families

We are proud of what we've accomplished together, and we know that by working in partnership, we can continue to grow, learn, and succeed as one community.



♥ Care-Experienced Young People – Keeping The Promise

In partnership with Who Cares? Scotland, we delivered staff training to deepen understanding of care experience and ensure we uphold The Promise - improving outcomes for children and young people who have experienced care.

We are committed to furthering this work by facilitating pupil-led sessions during Care Experienced Week in November 2025, as part of a planned programme of activities to promote understanding, empathy, and equity.

- A notable success includes the appointment of a Promise Keeper, who helps uphold our commitment to care-experienced children.



📖 Reading Schools Award – Gold Accreditation (May 2025)

We are proud to have been awarded Gold Accreditation as part of our Reading Schools Award journey. Our Literacy Committee played a key role in this achievement by:

- Partnering with local nurseries and care homes
- Organising a community-wide Scavenger Book Hunt
- Hosting teacher professional development sessions
- Engaging with online author talks and the Scoobmobile
- Facilitating Book Swaps, Paired Reading sessions, and Lunchtime Book Clubs
- Celebrating Book Week Scotland



These efforts significantly enhanced our reading culture both within school and across the wider community.

🏆 Sport Scotland Gold Award (November 2025)

Our school has proudly achieved Gold Accreditation from Sport Scotland.

This was driven by the Sports Committee, who led a full audit and evaluation, then created and implemented an action plan with measurable outcomes. Key developments included:

- Increased partnership working with Active Schools and local clubs
- Collaboration with Sports Leaders from associated high schools
- An expanded Active Schools programme, with 10 staff volunteering to run sports clubs



Sports Scotland Gold Award to Mrs McKay and the Sports Committee



♥ Charity and Fundraising Activities

Our school community demonstrated exceptional compassion and social responsibility. This session, we supported:

- SCIAF, UNICEF, Save the Children, SPRED
- SCIAF Daffodil Tea
- Fairtrade Coffee Morning for Breast Cancer
- MISSIO Scotland (via our St. Fillan's Got Talent event)
- Renfrewshire Toy Bank / Reverse Advent Appeal
- Foodbank & warm clothing donations via SVDP



👉 Partnerships and Enrichment Opportunities

Our pupils benefited from rich experiences thanks to strong partnerships, including:

- Sports & Arts: Strathgryffe Tennis & Squash, Taekwondo, Dance, NYCOS, Jazz, Swimming
- Creative Competitions: Rotary Writing, Gryffe Camera Club, Inspire Art
- Cultural: Working closely with Renfrewshire Council cultural department
- STEM & Literacy: Scoobmobile visits, Library events
- Leadership: Playmakers, Young Sports Leaders (St. Benedict's High School)
- Team Sports: Football, Netball, Dodgeball



Road Safety & Personal Development

- Bikeability Stage 1 & 2: Primary 6 and 7 pupils completed their training, significantly improving road safety awareness and cycling proficiency.



Pupil Leadership and School Committees

- Every child has actively participated in a School Committee, planning and coordinating initiatives that promote meaningful change and enrich our school ethos.
- We have worked closely with our Partner School St. Anne's this session, using the HIGOURS framework the pupil's conducted self-evaluation around the theme of relationships.



 Digital Schools Award – Achieved (May 2025)

- We were delighted to be accredited with the Digital Schools Award, recognising our commitment to integrating digital technologies across learning. This award aligns closely with our School Improvement Plan and validates the excellent progress made in upskilling staff and embedding digital literacy throughout the curriculum.
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Meet Our Digital Leaders



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Focus Area: Oracy – Listening And Talking

What did we do?

In response to identified inconsistencies in the teaching and assessment of talking and listening, we prioritised oracy as a key area for development. We allocated protected time for staff to collaborate on creating a shared understanding of effective pedagogy, progression, and expectations from Early to Third Level.

What impact did we see?

- Staff confidence in assessing talking and listening skills increased, with a more consistent approach to using benchmarks.
- A shared language and progression framework for oracy was established, leading to greater alignment across stages.
- Presentation anxiety, particularly evident post-COVID, was actively addressed. Children became more willing to read aloud, contribute to discussions, and present in front of others.
- The work supported our vision of developing *Confident Individuals* and *Effective Contributors*, with noticeable improvements in pupil voice, collaboration, and self-expression.
- Staff reflected on their own communication skills as part of our RNRA focus on 'Language as a Vital Means of Communication,' enhancing relationships and professional dialogue.
- Oracy skills transferred across learning contexts, positively impacting group work, STEM challenges, and writing, complementing last session's *Talk for Writing* improvements.

What evidence do we have?

- Qualitative observations and learner feedback
- Increased consistency in assessment evidence across levels
- Achievement of a level data remained strong across all stages .

Within Listening & Talking – Most of our children achieved the national expectation, demonstrating confidence in sharing their ideas and showing respect when listening to others.

Within Writing – The majority of our children achieved the national expectation, developing their ability to express thoughts clearly, structure their work effectively, and use creativity in their writing.

- Targeted interventions supported those not yet on track, with progress noted

Next Steps:

- Embed the oracy progression pathway across all levels
- Continue to develop inclusive strategies to build confidence in reluctant speakers
- Extend oracy approaches into community and interdisciplinary learning contexts



Listening and Talking in P3/2



Focus Area: Embedding Digital Technology Across the Curriculum

What did we do?

Following analysis of pupil and staff questionnaires, self-evaluation, and classroom observations, we identified a need to embed digital technologies more effectively to enhance learning across the curriculum. In response, we revisited our school curriculum rationale and identified a clear focus on improving digital skills for learning, life, and work. Targeted professional development led to significantly increased staff confidence in delivering the Renfrewshire Digital Literacy Programme across all stages.

What impact did we see?

- Almost all children experienced an enhanced educational experience through increased and purposeful use of digital technologies, particularly in literacy and numeracy.

- Learners demonstrated greater motivation, engagement, and independence when digital tools were integrated into their daily learning.
- For children experiencing barriers to learning, digital tools were used strategically to promote equity and access, enabling improved participation and attainment.
- Children became more confident in using digital skills and could articulate how these linked to real-life contexts and future career pathways.
- Staff reported a significant improvement in their ability to embed digital learning and to support pupils in developing essential digital competencies.

What evidence do we have?

- Staff feedback and increased professional confidence
- Learner voice and classroom observations indicating high engagement
- Examples of digital learning incorporated into pupil profiles and classroom work
- Qualitative improvements in participation and outcomes for targeted learners

Next Steps:

- Consolidate the digital literacy pathway and extend its application across all curricular areas
- Develop pupil digital leaders to support peer learning and digital citizenship
- Expand opportunities in computing science and strengthen links to the world of work

ENHANCING LEARNING THROUGH DIGITAL TECHNOLOGY

Reading Eggs:

Class teachers completed training on how to set up baseline assessments and set differentiated learning tasks in reading, comprehension and spelling.

Our digital Champion provided training on how to analyse the data and measure the impact of this online learning resource. Tasks are set during class time and for homework.

Data is used to inform practice, and the Digital Champion provides support for teachers to analysing the Data.



Today we logged into the chromebooks independently, and completed a task on Reading Eggs. 🌟



Links to our school website and social media:
X:
https://twitter.com/filian_bear

SECTION 3: SCHOOL CULTURE

Our ICT Room

Set up in August 2024

- One Chrome book per child in the ICT suite
- 3 laptops per class
- 2 i pads per class
- Microbits for coding activities
- Headphones with microphone for each child
- A mouse for each child



Focus Area: Learner Voice and the Young Leaders of Learning (YLL) Programme

What did we do?

Pupil voice continued to be a valued and embedded feature of our school culture. During session 2024–2025, our 'School Improvement Committee' engaged with the **HIOURS** *How Good Is OUR School?* the **child-friendly document**, designed so that children and young people can reflect on and contribute to school improvement in a way that's accessible and meaningful for them. We focused on the theme of 'Learning and Teaching.' This work aligned with our school improvement priorities and supported improvements in writing, particularly in learner engagement and motivation.

We recognised the potential to further involve e learners in self-evaluation processes and used the Young Leaders of Learning (YLL) programme to build on this. Our P6 Young Leaders participated in reciprocal school visits to identify strengths, areas for development, and effective practice, using the language of school improvement.

What impact did we see?

- We established a clearer and more structured approach to including learner voice in our self-evaluation and school improvement processes.
- Young Leaders from Primary 6 developed key leadership skills, including communication, teamwork, organisation, time management, resilience, and social awareness.
- Learners demonstrated increased confidence in using improvement language and took an active role in shaping change within the school.
- Our Young Leaders modelled positive behaviours and peer leadership, and they have prepared to train the next cohort, ensuring sustainability of the programme into session 2025–2026.
- Our partnership with St. Ann's Primary was strengthened, leading to collaborative opportunities including shared moderation and joint pupil-led improvement visits.
- The focus on the *HGIOURS* 'Relationships' theme complemented feedback from our QI visit, which noted that relationships in almost all classrooms were positive and nurturing.
- This work supported our wider UNCRC commitment and contributed to progress towards achieving RRS Silver accreditation.

What evidence do we have?

- Learner voice feedback and leadership reflections
- Action plans and improvement activities led by pupils
- Staff and pupil evaluations of the YLL programme
- Collaborative outputs from work with St. Ann's Primary
- Alignment with RRS and UNCRC frameworks

Next Steps:

- Extend pupil involvement in planning and leading self-evaluation activities using *HGIOURS*
- Embed the YLL model as a sustainable part of leadership development for learners
- Strengthen cross-school collaboration to deepen understanding of improvement and equity



PUPIL EQUITY FUNDING

This evaluation of our Pupil Equity Funding (PEF) intervention reflects our ongoing commitment to improving educational outcomes for all children, with a particular focus on those facing socio-economic challenges. Recognising the invaluable contributions of parents, partners, and pupils, we actively sought their perspectives through questionnaires and focus groups to inform our PEF priorities.

Staff systematically gathered and analysed feedback from these engagements, sharing findings with all stakeholders. This collaborative process informed our interventions, resource selection, and professional learning plans. Coupled with monitoring and tracking data, it enabled us to identify areas for refinement and set both short- and long-term improvement goals. Our effective self-evaluation shaped a coherent, needs-driven strategy for deploying PEF resources.

At the heart of our approach to closing the poverty-related attainment gap in literacy, numeracy, and health and wellbeing was a focus on improving the quality of learning and teaching. Central to this was building staff capacity to implement the Renfrewshire Digital Literacy Programme across all stages. This initiative aimed to enhance educational experiences for nearly all pupils through meaningful integration of digital technologies into daily learning. By June 2025, our goal was for nearly all children to benefit from enriched learning driven by digital innovation. To ensure equity, we prioritised the use of digital technologies for children experiencing learning barriers. We set ambitious targets to improve literacy attainment across all stages, aiming to ensure every child gains the essential skills for lifelong learning and future employability.

Implementation Phases:

- **August–October 2024:** We began with a digital needs assessment, identifying gaps through staff surveys and by registering for the Digital Schools Award. Key findings included:
 - 78% of staff had no experience using artificial intelligence (AI) in planning
 - 55% lacked confidence using Digital Literacy Planners
 - 56% were not using digital accessibility tools to support ASN pupils
- **October–December 2024:** Focus shifted to embedding digital tools into the curriculum. The use of Digital Planners increased, with a designated Digital Leader modelling tools such as Texthelp. Concurrently, we began tracking literacy and numeracy data to monitor progress.
- **January–March 2025:** With the groundwork laid, digital tool usage became more consistent across stages. Staff feedback indicated growing confidence, supported by visible modelling practices.
- **April–June 2025:** Staff and pupil surveys confirmed increased confidence and integration of digital tools. These improvements culminated in successful accreditation through the Digital Schools Award.

We further enhanced learning by procuring targeted digital resources:

- **Reading Eggs:** Supported diagnostic assessment and tailored interventions for struggling readers

- **Maths Seeds and Texthelp:** Provided structured, self-paced learning paths in numeracy and literacy
- **Seesaw:** Strengthened home-school links and supported parental engagement in learning

Conclusion:

This evaluation underscores our steadfast commitment to closing the attainment gap through inclusive, evidence-based practices. By embedding digital technologies and valuing all voices in our school community, we have created a robust framework for ongoing improvement. Our strategic use of PEF has fostered a sustainable culture of equity, digital fluency, and pedagogical excellence—laying the foundation for improved outcomes for all our learners.



KEY STRENGTHS OF THE SCHOOL

St. Fillan's Primary School is a community where we view ourselves as a family. Our core belief is that every child is articulate, caring, and kind. We ensure that every child feels valued and heard, fostering an environment conducive to personal growth and effective learning.



Partnership working is fundamental to our approach. We collaborate closely with stakeholders, including parents and community organisations, to achieve the best outcomes for our children. This cooperative effort aligns support and resources, creating optimal learning conditions.



Our dedicated and qualified staff are integral to our school's success. Each team member is committed to providing a high-quality educational experience for our students. We prioritise collaboration among staff, which enhances professional development and leads to improved educational practices and outcomes for our pupils.



St. Fillan's demonstrates very good levels of attendance and attainment. We recognise and celebrate the academic and wider achievements of our children within the school community and beyond. Skills for learning, life, and work are central to our curriculum rationale, which is designed to provide rigorous learning opportunities that promote critical thinking, creativity, and digital literacy.



DIGITAL LEARNING FOCUS WEEK

Skills for Learning life and work: Classes learned how important digital skills are to have in various jobs. We invited parents to come in and speak to classes about their jobs and the digital skills they use in their roles at work. We had a Radiographer, an Information Security Manager and a Manager for Scottish Power.



We maintain a positive culture and sense of community, creating a welcoming and inclusive environment for children, parents, and staff. Our commitment to respect and collaboration fosters a shared focus on learning and growth, essential for developing confident individuals who can engage with the world.



CRIS

Our classes learned about online safety and how to keep safe as they interact online during Internet safety week:



Our school prioritises partnership working and offers comprehensive support services, such as counselling, specialised education, and targeted academic intervention programmes. These initiatives reflect our commitment to addressing the diverse needs of our children and ensuring access to essential support systems.

Mr Fabiani delivering a talk to our P5/4, P7/6a and P7/6b classes



Parental involvement is a key aspect of our educational philosophy. We maintain open lines of communication with parents and encourage family participation in their child's education. Involving parents as partners enhances educational outcomes and strengthens our school community.



As a small school, we provide increased opportunities for children to engage in visitor-led and community-based partnerships. These initiatives include activities in Expressive Arts, Physical Education and Sports, and the Gaelic medium of song and music, as well as Science, STEM

opportunities, and digital literacy experiences. These varied experiences enrich our curriculum and prepare our children for future success.



In summary, St. Fillan's Primary School is dedicated to the holistic development of each child. Through a focus on respect, collaboration, and strong partnerships, we ensure that every child excels academically and grows into a well-rounded individual.



Our Next Steps – Priorities for 2025–2026

Following a year of very good progress in session 2024–25, we now look ahead with ambition and purpose. These key priorities aligned with our School Improvement Plan will build on current successes and target further enhancement of learning and teaching across the school.

Reflections and Progre

- Very good progress made in school development and pedagogy.
- Success driven by the commitment and collaboration of staff, pupils, and our wider school community.
- Clear focus on continuous improvement as we move into Session 2025-2026.

Priority 1 – School Improvement Plan: Reading Skills Development

- Continue embedding the *Improving Our School (IOS)* into Year 3 to promote consistent pedagogy.
- Enhance assessment confidence through shared standards and consistent practices.
- Regular **SLT-led learning walks** will identify effective classroom strategies.
- Establish **Professional Learning Communities (Terms 1 & 2)** focused on reading development.
- Launch a '**critical friend**' **peer observation model** to encourage reflective practice and shared improvement.

- Continue to embed a **digital reading platform** to enhance access and support diverse learning needs.
- Use **GL Assessment's New Group Reading Test (NGRT)** in September to establish baseline data.
- Analyse data trends and deliver **Targeted Intervention Group (TIG)** support based on identified needs.



Priority 2 – School Improvement Plan: STEM Education Enhancement

- Raise the profile of STEM learning school-wide by June 2026.
- Increase engagement through **school-wide STEM initiatives** involving pupils, staff, and families.
- Provide staff with **targeted CPD and modelling** to improve teaching confidence in STEM.
- Support **Young STEM Leaders** in achieving recognition through national awards.
- Apply for **funding and partnership opportunities** to sustain and expand initiatives.
- Use feedback from the **STEM Nation Award** to shape ongoing development.



Priority 3 – Maintenance of improvement priority from session 2024-2025:

Young Leaders of Learning Programme (Year 2)

- Continue collaboration with **St. Anne's Primary** to empower pupil voice.
- Develop **learner-led action plans** aimed at enhancing school life.
- Strengthen leadership and ownership of learning among young people.

**Meet our Young Leaders in
St Fillan's Primary School**



Priority 4: - Maintenance Rights of the Child & Character Education ongoing.

- Advance pupil understanding of the UNCRC (United Nations Convention on the Rights of the Child).
- Embed *Character Education* themes like empathy, integrity, kindness, and respect.
- Provide opportunities for pupils to take ownership of social responsibility initiatives.
- Work towards achieving Silver Rights Respecting Schools Accreditation.

UNCRC COMMITTEE



School Improvement Plan - Session 2026-2027 - Outdoor Learning & Wellbeing Promote outdoor learning to support behaviour, relationships, attendance, and wellbeing.

- Prioritise both **physical and mental health** through outdoor activities and learning experiences.
- Foster increased pupil engagement and motivation in holistic, 21st-century learning contexts.



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 using the QR code below, speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

