

School:	St. Fillan's Primary School		
Name:	Jacqueline McPherson	Date:	21 st May 2025

1. Theme or Quality Indicator(s)	<p style="text-align: center;"><i>Serving the Common Good</i></p> <p>“Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others” (The Catholic School, Sacred Congregation for Catholic Education, 1977, n56)</p> <p>Charter Focus 7 - Our school shows: a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all</p>
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2. Strengths
<p>In the ever-evolving landscape of education, the imperative for reflective practice and a commitment to high standards are of utmost importance in ensuring that all learners achieve their fullest potential. This self-evaluation statement aims to articulate the efficacy of our educational practices at St Fillan's Primary School, synthesising evidence against the Contextual Framework of Quality Indicators (QIs) to evaluate how well we manage resources to promote equity, deliver a holistic curriculum, and provide personalised support to all pupils.</p> <p>Our approach is underpinned by a steadfast commitment to Catholic Social Teaching, which fosters an environment where social justice is paramount, ensuring that all learners have equitable opportunities to succeed, irrespective of their backgrounds. As we aim for academic excellence, it is critical that we acknowledge and remove barriers to learning, enhancing our pupils' overall educational experience.</p> <p>Management of Resources to Promote Equity</p> <p>The challenge questions concerning the management of resources underscore the need for an evaluation of our financial stewardship and our commitment to creating inclusive learning environments. Regarding our management of finance for learning, we demonstrate effectiveness in our stewardship of funds, ensuring best value and sustainability. Our active pursuit of collaborative funding from partner agencies exemplifies our proactive measures in realising educational projects aimed at enhancing the learning experience. Our collaborative work with our Parent Partnership body this session exemplifies this. The transparency of our financial resources is pivotal; it ensures that all stakeholders remain informed about decisions affecting our educational programming.</p> <p>As we assess the management of our resources and the innovations in our learning environments, we view all aspects through the lens of our God-given responsibilities. This includes recognising the importance of minimising our ecological footprint through sustainable practices that respect our community and environment. Clear plans are established to enhance reuse of items, reduce waste, and minimise energy use. We prioritise the safety and security of our school community, nurturing a sense of collective responsibility amongst all staff members for both the physical and online environments in which our children learn.</p> <p>Evidence supporting our commitment includes active donations to organisations such as Missio, SCIAF, and Fairtrade, demonstrating our engagement with global and local social issues. This session we have made links to local care homes. These visits allow our children to appreciate different dimensions of community service, while projects such as the One Ren library bug discovery project has promoted environmental awareness amongst our learners. We also champion the implementation of Laudato Si principles across the curriculum, offering powerful lessons about social justice and stewardship of creation. Engagements with SCIAF have deepened our children's understanding of food poverty issues, fostering an empathetic response to social injustice.</p> <p>Furthermore, our investments in digital resources and improved accessibility tools are specifically tailored to assist learners with Additional Support Needs (ASN). The funding allocated for these digital resources has</p>

been sourced from our Pupil Equity Fund for the current academic session. This initiative promotes equity among children and young people residing in our most disadvantaged social and economic deciles. In addition, the Parent Run credit union initiative empowers children to grasp financial responsibility while actively engaging their parents in the learning process. Additionally, our new photocopying strategy embodies our dedication to minimising unnecessary waste, reflecting our comprehensive approach to sustainable practices.

Curriculum Rational & Design

Our curriculum is designed with the dual aim of facilitating comprehensive educational experiences while embedding the principles of Catholic Social Teaching. Challenge questions directing us towards assessing the effectiveness of our wider curriculum are ever relevant as we evaluate our learners' understanding and appreciation of the Church's social teachings. Through topics encompassed in Social Studies and Interdisciplinary Learning (IDL), we ensure a holistic understanding of faith in action. Rather than viewing fundraising activities in isolation, we integrate charitable events within a coherent framework that reflects our church's values, allowing our learners to experience faith in action.

It is pertinent for all staff members to adopt a broader perspective when considering pupil development, moving beyond a narrow focus on prescribed curriculum areas. Our shared understanding of responsibility for contributing to religious education enriches the collaborative ethos within our school. Evidence of the positive impact of pupil participation in school life, especially through the Pupil Council and Young Leaders of Learning, can be observed through enhanced outcomes for all pupils. Our Religious Education (R.E.) programmes are specifically designed to enable pupils to comprehend Catholic Church teaching while respecting the beliefs and values of others.

The Pope Francis Faith Award scheme serves as an example of how we promote transferable skills whilst enhancing outcomes across various curriculum areas.

At our school, we are proud of our Religious Education and Curriculum (RERC), which is greatly enhanced by the strong relationships we have with our Parish. The support from Sister Frances and Father Andrew brings an extra dimension to our work. Their involvement not only helps our pupils grow spiritually but also complements what we do academically. Together, through shared values and collaborative efforts, we create a nurturing learning environment that encourages our students to engage thoughtfully with their community and the world around them.

Rationale and design underpin our approach, emphasising a clear vision alighted with the faith values of our community. Our curriculum maximises the potential of all children by promoting a focus on sustainability, charity, equality, and responsibility. The development of our curriculum involves parents and community partners, ensuring positive outcomes for learners while prioritising pupil engagement in discussions surrounding curricular modifications, a practice rooted in our ethos of collaboration.

Pupils benefit from individual learning pathways designed to build upon prior knowledge and enable success. Staff engage in planning for high-quality learning experiences that encompass numeracy, literacy (including digital literacy), RERC, and health and wellbeing. Our commitment to nurturing talents, evidenced through wider achievement displays, is integral to showcasing our pupils' contributions to both school and local community.

Among our tangible evidence of effective practice are projects such as the faith value of the month initiative, the Faith Disciple Award, pupil-led charitable initiatives that target food waste reduction and active money collections for various charities, tracking and monitoring children's wider achievement is achieved through the use of spreadsheets that are updated termly, and diverse school-wide showcases that allow pupils to demonstrate their God given talents.

During the month of May, our school community has worked tirelessly to raise awareness and support for Mary's Meals, a charity committed to ensuring that no child goes hungry. Under the guidance of Mrs. Smith, our RE lead, the children have been actively involved in learning about the incredible work this charity does around the world. Through thoughtful discussions, they explored the harsh reality of hunger and how it can deeply affect a child's ability to learn, play, and grow. The children shared their insights on how difficult it would be to concentrate in school without food, helping them to develop empathy and a sense of global responsibility. We also took time to reflect on the SCIAF presentation from earlier in the year, which reminded us of the unequal distribution of food and wealth across the world. It encouraged us to think more carefully about our own habits – to take only what we need and avoid wasting food. Together, these

experiences have helped deepen our understanding of justice, compassion, and the importance of caring for others.

Personalised Support

The dimension of personalised support encompasses universal and targeted support, with a focus on the removal of barriers to learning. Our commitment to Catholic Social Teaching is reflected in our efforts to foster an equitable learning environment where barriers are systematically dismantled. Every pupil is at the heart of our planning, and the understanding of individual needs is paramount. Collaborative planning, learning, teaching, assessment, and monitoring lay the foundational pillars for our universal support approach.

Targeted support mechanisms are in place to cater to the diverse needs of pupils identified as requiring additional assistance. Our pastoral care framework remains rooted in our school values, where supporting youth is a collective responsibility shared with parents and the community. It is vital that we remain steadfast in our commitment to inclusive learning, enabling pupils to flourish in an environment minimising barriers to their educational journey.

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.

Inherent evidence of our commitment to personalised support can be observed through robust data tracking that informs our continuous improvements. This includes systematic monitoring that identifies individual needs and tailored interventions. Our strategic monitoring processes support continual dialogue around the well-being and academic progression of each pupil.

Raising Attainment & Achievement

The Quality Indicator pertaining to raising attainment and achievement serves as a vital barometer for our success in ensuring equity across our educational provision. We have made significant strides in elevating attainment in literacy and numeracy, evidenced by rigorous tracking and monitoring processes. The emphasis placed on longevity in attainment finds expression in the progress learners make within and across levels, illuminated through skilful use of assessments that not only gauge but also promote student development.

Moreover, our holistic approach to attainment encompasses all dimensions of learner growth and achievement, reflecting a commitment to developing personal and social skills alongside academic capabilities. The leadership roles our pupils undertake within the school substantiate their ability to influence positive changes across our community. Charitable initiatives, organised and led by pupils themselves, further illustrate how we embed concepts of social justice and action within our fabric.

Equity remains pivotal to our educational ethos. With practices firmly instilled to ensure that all pupils, particularly the disadvantaged, can thrive, we have made commendable progress toward raising overall attainment levels across the board.

Evidence of our commitment to raising attainment includes ongoing involvement in Improving our School (IOS) initiative, which necessitate continuous monitoring, tracking, and individualised learning plans. For instance, our robust handover processes ensure seamless transitions for learners moving between school stages, while we continue to engage in critical reflection through professional development activities aimed at enhancing curriculum delivery. Increasing pupil participation in extracurricular offerings reflects our drive to promote quality academic success.

Moreover, the implementation of accessible platforms for homework has directly contributed to greater parental engagement encouraging an environment whereby families actively participate in their child's educational journey. Our staff development initiatives are designed to build professional competencies, thus further enhancing the delivery of our curriculum.

As we reflect on this self-evaluation, it is evidently clear that we are on a journey that embraces a commitment to continuous improvement for the benefit of all our learners. Every initiative we undertake, every challenge we address, and every investment we make serves a singular purpose the success and flourishing of each child at St Fillan's Primary School. By making real our commitment to social justice, equitable practices, and quality educational experiences, we endeavour to not only educate students but to shape informed, empathetic citizens who contribute positively to both their local and global communities.

3. Areas for Development/Links to Improvement Plan, 2025-26	
<p>Quality of Education</p> <ul style="list-style-type: none"> Increase pupil voice and involvement in curriculum design that meets their needs. Enhance profiling methods for assessing pupil progress and development across all curriculum areas. Enhance knowledge and skills in sustainable practices among teachers. Integrate outdoor learning into the curriculum across all subjects. <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> Continue to foster a culture of recognition for students demonstrating positive behaviours to enhance overall school climate and ethos. Continue to expand initiatives that foster understanding of social issues, ensuring all children engage with community-oriented projects. Foster a culture of sustainability amongst students. <p>Personal Development</p> <ul style="list-style-type: none"> Strengthen initiatives that promote the understanding and application of the social teachings of the Church across the wider curriculum to deepen pupils' personal beliefs and social responsibilities. <p>Leadership and Management</p> <ul style="list-style-type: none"> Continue to build on parental involvement initiatives in school decision-making to enhance partnerships in pupils' education and school development processes. Session 2025-2026 there will be an overview of our Curriculum Rationale which will include, Parents, Pupils, Staff, St. Fillan's Parish and the wider school community. 	
4. Support from the Diocese/CLPL Needs	
<p>Nothing at this point in time.</p>	
<p>Please email return to Neil Roarty, Director of Schools by 11 June 2025:</p>	<p>Director.Schools@rcdop.org.uk</p>



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Katie's friends say:
Katie is a kind girl who always shares good advice. Katie helps others and always tries her best.



ST FILLAN'S PRIMARY SCHOOL

First Holy Communion



St Fillan's Parish
Church
Houston
Saturday 10th May 2025



In the church garden for
a wee play this afternoon
and turned around to
these little angels singing
to Mary



Honouring Jesus Christ as the Way, the Truth and the Life

Our school shows:

- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents.
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church.

Developing as a Community of Faith and Learning

Our school shows:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- a commitment to support the continuing professional and spiritual development of staff.

Promoting Gospel Values

Our school:

- **Provides:** religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.
- **Shows:** a commitment to ecumenical action and the unity of Christians.
- **Promotes:** respect for different beliefs and cultures and for inter-faith dialogue.

Celebrating and Worshipping

Our school shows:

- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.

Serving the Common Good

Our school shows:

- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.

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