



St. Fillan's Primary School

# School Improvement Plan

## 2025/26



# Planning framework

As part of Children's Services, **St. Fillan's Primary School** has developed this school improvement plan in line with the national and local priorities listed below.

## **National Improvement Framework Key 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; and
- Improvement in achievement, particularly in literacy and numeracy.

## **National Improvement Framework 7 Key Outcomes**

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

# 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**

<b>Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty</b>	<b>Place children and young people's human rights at the heart of the planning and delivery of services that affect them</b>	<b>Protect the most vulnerable members of our communities, including children and young people who are at risk</b>	<b>Support and nurture our children, families and communities</b>	<b>Create the best possible learning estate to allow children and young people to thrive</b>	<b>Raise attainment and enhance learning and teaching in an inclusive environment</b>
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## Our Vision, Values and Aims

### Vision:

In St. Fillan's Primary School, we believe that all persons are created by God, unique and equal. The whole school community strives to build up an ethos that is based upon Gospel Values.

St. Fillan's Primary School aspires to be a centre of excellence and achievement, one which provides the highest quality of education. We believe that children learn best and fulfil their potential in a secure and happy environment where they are confident, valued and trusted.

We promote creativity and enthusiasm because we believe that children should enjoy their learning and also be challenged to develop to their fullest potential. All children are valued, supported and encouraged to participate in the life of the school and the wider community.

**'In Learning, we are Growing and Succeeding Together.'**

### Values:

The Values of our school community are:

**Faith   Respect   Responsibility   Trust   Teamwork   Success**

### AIMS: (BUDS)

We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:

<i>Area of the National Improvement Framework</i>	<i>Aim</i>
<i>Ethos &amp; Life of The School as a Community.</i>	<b>1. <u>Be brave:</u></b> Develop positive behaviours so that all children, staff, families and partners feel safe, secure and valued within our school family. Create a strong collegial school community which operates in an atmosphere of openness, support, effective communication, self-evaluation and school improvement.
<i>The Curriculum.</i>	<b>2. <u>Unleash excellence:</u></b> Provide a rich, skills- based curriculum which adheres to the principles of curriculum design, challenge, enjoyments, breadth, progression, depth, personalisation and choice, coherence and relevance.
<i>The Four Capacities of Curriculum for Excellence.</i>	<b>3. <u>Develop creativity:</u></b> Put the learner directly at the centre of the curriculum to holistically develop the child.
<i>Assessment and Recognition of Skills.</i>	<b>4. <u>Show/Radiate enthusiasm:</u></b> Nurture a culture of high expectations and aspirations to promote skills for learning, life and work. Through gathering evidence of learning, analyse, reflect and act upon the data to improve outcomes for learners.

**Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, children and families and we used a variety of methods of getting the views of those who are involved in the life and work of St. Fillan's Primary such as:

- Planned calendar of In-service activities.
- Staff Collegiate Time.
- Pupil progress meetings/Tracking.
- Self-evaluation activities.
- Team Around the Child (TAC) meetings.
- Whole school community surveys/questionnaires.
- Monthly Newsletters.
- PEF Consultation.
- Professional dialogue.
- Whole school vertical learning Assemblies.
- Committee meetings.

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:

- Quality Improvement visits from our Education Manager.
- Head Teacher cluster meetings to be used to monitor progress.
- Staff evaluation and discussions/professional dialogue.
- Pupil evaluations on learning experiences.
- Staff/pupil/parents' views, assessments and evaluations – target setting/new procedures for reporting to parents.
- Planned calendar of monitoring, evaluation and feedback (including Senior Leadership Team Learning Visits).
- Photographs/reports on activities.
- Career Long Professional Learning (CLPL) opportunities for all staff throughout the year.
- Continuous and robust quality assurance programme.
- Evidence of quality learning and teaching experiences and outcomes within short and long-term planning.
- A range of quality assessment activities demonstrating pupil knowledge and understanding and application of skills.

- Tracking and attainment meetings.
- Minutes of staff meetings.
- Transition framework.
- Updated Curriculum for Excellence planner/ evidence of delivery within yearly/termly planning.
- Staff display working knowledge of new policies and procedures.
- Correct procedures followed by all – visible consistency across the school.
- Staff will attend Professional Review and Development (PRD) meetings, having completed all appropriate paperwork.
- Staff will complete CLPL record in line with the General Teaching Council for Scotland (GTCS) requirements.
- Ongoing professional dialogue.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

### **Pupil Equity Funding**

Our school receives *Pupil Equity Funding (PEF)* to support targeted interventions aimed at closing the poverty-related attainment gap. This funding enables us to implement additional strategies in literacy, numeracy, and health and wellbeing that go beyond our core provision. Interventions funded through PEF are clearly identified throughout this improvement plan using the abbreviation **(PEF)**.



Improvement Priority 1 – To provide consistency in learning and teaching while raising engagement in Science, Technologies, Engineering and Mathematics			
<b>NIF Priorities</b> 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		<b>NIF 7 Key Outcomes</b> (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	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<b>STEM and Digital Literacy – Identified Needs and Priorities</b>  Our recent data analysis and self-evaluation have highlighted significant barriers impacting pupil engagement and learning outcomes. A key area of concern is the limited access to meaningful and progressive STEM (Science, Technology, Engineering, and Mathematics) learning experiences.  However, the increased focus on <i>Digital Literacy Skills</i> during Session 2024–2025 has led to a marked rise in pupil motivation and engagement, as consistently observed by both class teachers and the senior leadership team. Learning conversations with pupils also reflect high levels of enjoyment and enthusiasm, further underscoring the importance of STEM learning.  This evidence highlights a clear need to establish a structured and cohesive STEM curriculum, ensuring equity of access and sustained progression for all learners.  To address this, we must develop a clear STEM progression framework that outlines	At St. Fillan’s, we are committed to making changes that genuinely improve pupil learning and achievement. A key priority this year is strengthening STEM (Science, Technology, Engineering & Mathematics) and digital technologies across our curriculum.  <b>How will we know it’s working?</b> We will measure success by looking for: <ul style="list-style-type: none"> <li>Greater pupil engagement, participation, and enjoyment.</li> <li>Improved understanding.</li> <li>Increased staff confidence in delivering STEM and digital learning.</li> <li>Young STEM Leaders <b>Award</b> – achieving this national award will be an important milestone, showing the strength of our STEM strategy and motivating staff and pupils.</li> <li>Pupil Focus Groups – pupils share their views, helping us make STEM learning more engaging and relevant.</li> <li>Learning Walks &amp; Planning Reviews – leaders will observe</li> </ul>	<b>We aim to:</b> <ul style="list-style-type: none"> <li>Build staff confidence in planning and delivering STEM.</li> <li>Show pupil engagement through awards, learner voice, and observation.</li> <li>Evidence curriculum integration through forward planning and SLT learning walks.</li> </ul> <b>Phased Approach</b>  <b>Phase 1: Foundations (Aug–Oct 2025)</b> <ul style="list-style-type: none"> <li>Whole-school STEM needs assessment.</li> <li>Register for STEM Nation and Digital Health &amp; Wellbeing Awards.</li> <li>Staff questionnaires to identify training needs.</li> <li>Survey pupils and families – before and after surveys will track changes in confidence, skills, and attitudes toward STEM and digital learning.</li> </ul>	The interventions below aim to enhance STEM (Science, Technology, Engineering, and Mathematics) education at St. Fillan’s Primary School from August 2025 to June 2026 and beyond. A dedicated STEM room equipped with digital technologies and scientific resources will be established. Each class will receive three sessions per week focused on STEM, combined with effective management of hardware and resources.  <b>Staff Training and Development</b>  Staff training needs will be assessed, leading to the creation of a Continuous Professional Development (CPD) calendar. Collegiate meetings will facilitate collaboration and sharing of strategies, fostering an environment of growth. We will introduce STEM RalSE Planners to assist teachers in planning cohesive lessons and promoting collaboration.  <b>Implementation Phase: October - December 2025</b>  From October to December 2025, additional training will be provided through drop-in sessions after school, facilitated by the STEM



<p>learning objectives and outcomes across primary stages. This framework should include diverse and engaging activities that stimulate curiosity in scientific and technological concepts. Additionally, we need to review current planning for learning experiences in STEM. Implementing the RAISE Progression Planners will help improve tracking of pupil progress in line with revised STEM goals.</p> <p>The integration of Renfrewshire Digital Skills Progression Planners in session 2024-2025 has ensured enhanced educational experiences for all children and reflects our commitment to evolving STEM learning opportunities going forward.</p> <p><b>National Context</b></p> <p>Our approach aligns with national attitudes toward STEM. A recent British Science Association (BSA) survey (2025) revealed that:</p> <p>81% of UK adults believe science and research make a valuable contribution to society.</p> <p>77% agree that science and research are good for the country’s economy.</p> <p>This context reinforces the importance of embedding STEM into early education, both for individual learners and for broader societal development.</p>	<p>lessons and review curriculum plans to check for meaningful use of STEM and technology.</p> <ul style="list-style-type: none"> <li>Progression Pathways – a clear plan of aims and outcomes will keep staff and families informed and aligned.</li> </ul> <p><b>What we hope to achieve</b></p> <ul style="list-style-type: none"> <li>More confident teachers delivering STEM across all stages</li> <li>Full roll-out of the <b>Renfrewshire Digital Literacy Programme</b></li> <li>Technology being used to remove barriers so every child can participate fully.</li> <li>Stronger pupil engagement, motivation, and attainment in digital literacy, problem-solving, and cross-disciplinary skills.</li> <li>Learners who understand and can articulate how STEM connects to their future.</li> </ul> <p><b>Participation Targets by June 2026</b></p> <p>We have set ambitious but achievable targets across the primary stages to improve participation in STEM-related learning:</p> <table data-bbox="584 1157 1072 1428"> <tr> <th>Stage</th><th colspan="2">Baseline Target</th><th>+Value</th></tr> <tr> <td>Primary 1</td><td>93%</td><td>100%</td><td>+7%</td></tr> <tr> <td>Primary 2</td><td>76%</td><td>100%</td><td>+24%</td></tr> <tr> <td>Primary 3</td><td>100%</td><td>100%</td><td>0%</td></tr> </table>	Stage	Baseline Target		+Value	Primary 1	93%	100%	+7%	Primary 2	76%	100%	+24%	Primary 3	100%	100%	0%	<ul style="list-style-type: none"> <li>Initial planning and SLT observations.</li> </ul> <p><b>Phase 2: Building Capacity (Oct–Dec 2025)</b></p> <ul style="list-style-type: none"> <li>Embed STEM into planning using RAiSE STEM tools.</li> <li>Appoint STEM Leads to model and support practice.</li> <li>Tracking meetings to monitor progress.</li> <li>Baseline assessment in science.</li> </ul> <p><b>Phase 3: Scaling Impact (Jan–Apr 2026)</b></p> <ul style="list-style-type: none"> <li>Ongoing monitoring of planning and practice.</li> <li>Use STEM Ambassadors and Digital Leaders to build confidence.</li> <li>Track progress with digital platforms.</li> <li>Analyse data to adjust teaching strategies.</li> </ul> <p><b>Phase 4: Reflection &amp; Cultural Shift (Apr–Jun 2026)</b></p> <ul style="list-style-type: none"> <li>Repeat staff questionnaires to measure progress.</li> <li>Pupil surveys and learning conversations on digital confidence, STEM experiences, and career links.</li> <li>Celebrate achievements through awards and community showcases.</li> </ul> <p>Ultimately, this work will ensure that STEM is not seen as an isolated set of subjects, but as an essential and inspiring element of every learner’s journey.</p>	<p>Lead Trainer. Our STEM Ambassadors will support P1-P3 students during STEM learning and offer lunchtime clubs for P6 and P7 students, promoting STEM engagement.</p> <p>Visits to successful STEM programmes will be organised to inspire staff and students. Staff will also be educated on the Careers Standard, aligning STEM objectives with necessary workforce skills.</p> <p><b>Implementation Phase: January - April 2026</b></p> <p>Between January and April 2026, we will continue staff training while monitoring the RAiSE Science Planners' implementation. STEM Ambassadors will enhance P1-P3 learning experiences, modelling digital and science experiments within classrooms.</p> <p><b>Implementation Phase: April - June 2026</b></p> <p>From April to June 2026, collaborative planning sessions will be conducted for critical reflection among staff. STEM Ambassadors will lead ICT sessions for P1-P3 and coding clubs while promoting participation in Digital Literacy Week and a Carers STEM focus week.</p> <p>A pupil focus group will assess improvements in confidence and skills in STEM, enabling them to articulate their learning and connect it to potential career pathways.</p> <p><b>Enhanced Opportunities and Resources</b></p> <p>We are committed to providing high-quality STEM opportunities for all children. Our trained STEM Ambassadors will play a vital role in this</p>
Stage	Baseline Target		+Value																
Primary 1	93%	100%	+7%																
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Primary 3	100%	100%	0%																

<p>In summary, the barriers identified through self-evaluation highlight the need for curricular change. The enthusiasm demonstrated by pupils during recent digital initiatives confirms the potential for impactful and sustainable improvements.</p> <p>By developing a clear STEM progression framework and continuing to integrate digital technologies across learning, we aim to enhance pupils’ experiences and equip them with essential skills for learning, life, and work</p>	<table><tr><td>Primary 4</td><td>60%</td><td>100%</td><td>+40%</td></tr><tr><td>Primary 5</td><td>90%</td><td>1000%</td><td>+10%</td></tr><tr><td>Primary 6</td><td>86%</td><td>96%</td><td>+10%</td></tr><tr><td>Primary 7</td><td>100%</td><td>100%</td><td>+0%</td></tr></table> <p>These targets reflect our aspiration for equity of access and universal engagement with STEM across all stages.</p> <p><b>Long-Term Outcomes</b></p> <p>By June 2026, we expect: Almost all pupils to benefit from enhanced learning experiences through embedded STEM and digital technologies across the curriculum.</p> <p>Pupils to articulate the skills they are developing and link them to real-world and career contexts.</p> <p>Teachers to demonstrate increased digital pedagogy proficiency, enabling sustainable integration beyond the lifespan of this initiative.</p> <p>For learners with additional barriers, assistive digital technologies will be key in supporting access, engagement, and progression. These efforts are vital in promoting inclusion, attainment, and equity.</p>	Primary 4	60%	100%	+40%	Primary 5	90%	1000%	+10%	Primary 6	86%	96%	+10%	Primary 7	100%	100%	+0%		<p>initiative. Funding will be sought to enhance our STEM room and replenish resources. Time will be allocated for staff to observe effective STEM instruction, with a focus on building relationships with the science department at St Benedict’s High School and Cluster STEM Mentors.</p> <p><b>Program Participation and Leadership Development</b></p> <p>Additionally, at least one class from P5-7 will participate in the 'Primary Engineer Award' scheme, and we will engage in the Young STEM Leaders (YSL) Programme by training two teachers as assessors and identifying our first cohort of Young STEM Leaders. These leaders will further develop outdoor learning opportunities and organise a Family Learning Event.</p> <p><b>Conclusion</b></p> <p>This action plan prioritises significant improvements in STEM education. By fostering collaboration among staff, providing targeted training, and equipping students with relevant skills, we aim to create a thriving educational environment that nurtures innovation, curiosity, and lifelong learning.</p>
Primary 4	60%	100%	+40%																
Primary 5	90%	1000%	+10%																
Primary 6	86%	96%	+10%																
Primary 7	100%	100%	+0%																

## Improvement Priority 2 – Raise Attainment in Literacy with a focus on Reading.

### 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

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Our school is prioritising the enhancement of reading skills this academic year, drawn from professional dialogue, class observations, and qualitative data analysis. This exercise has highlighted the pressing need to establish a consistent pedagogical approach for developing reading comprehension skills throughout the school, enhancing staff confidence in assessing children's progress against benchmarks.</p> <p>Observations indicate notable inconsistencies in the shared use of language and expectations regarding effective reading skills. Allocating protected time for this curricular focus this session aims to foster a common language and standard in the development of Reading Comprehension skills from Early to Third Level, thereby establishing a cohesive school vision for reading.</p> <p>A growing reluctance among some children to engage as readers, participate in school performances, and contribute to discussions regarding texts raises concerns. This 'Presentation Anxiety' must be addressed to nurture children's abilities as 'Confident</p>	<p>This School Improvement Plan (SIP) aims to enhance reading skills among pupils, targeting a 85% confidence level in reading competencies by June 2026. We will focus on pupils graded amber in our 'Reading Engagement Survey', indicating scores of 50% or above.</p> <p>The targets for self-concept and value as a reader are as follows:</p> <ul style="list-style-type: none"> <li>Primary 1:</li> <li><b>Primary 2:</b> Increase green banding from 80% to 94% (14% increase).</li> <li><b>Primary 3:</b> Enhance from 63% to 100% (<b>37% increase</b>).</li> <li><b>Primary 4:</b> Raise from 65% to 100%. (<b>45% increase</b>).</li> <li><b>Primary 5:</b> Improve from 53% to 95% (<b>increase 42%</b>).</li> <li><b>Primary 6:</b> Increase from 65%-95% (<b>increase 30%</b>).</li> <li><b>Primary 7:</b> Raise from 71% to 100%.</li> </ul> <p>By June 2026, we will establish a clear, structured approach to teaching a skills-</p>	<p>To ensure progress in the School Improvement Priority in Reading, a clear measurement framework is essential. The Senior Leadership Team (SLT) will adapt and maximise the use of the 'Reading Skills Progression Framework' to facilitate improvements and implement positive changes within this curriculum area.</p> <p>The SLT will adhere to the 'Improving our schools' timeline, enabling effective strategy implementation and progress tracking. Continuous updates to the 'Self Evaluation for Self-Improvement' presentation will document advancements and reflections, fostering accountability and transparency.</p> <p>Monitoring staff engagement is critical. Attendance at Inset days, additional Collegiate sessions for Career-Long Professional Learning (CLPL), webinars, and professional reading contributions will be tracked to ensure active involvement in the improvement processes.</p> <p>Analysis of the IOS pre and post-staff FORMS questionnaire will focus on quality indicators 2.3 and 3.2 to measure the added value of initiatives through staff feedback. Similarly, the pupil 'Reading Engagement Survey',</p>	<p>We aim to enhance pupils reading skills through evidence-based approaches and collaborative initiatives. Our interventions will focus on ongoing professional learning for all staff under a Robust Reading Skills Framework.</p> <p>All staff will engage in the 'Improving our Schools' (IOS) framework, integrated into the Working Time Agreement (WTA), which will underpin our Continuous Professional Learning and Leadership (CLPL) this session, as discussed in Performance Review and Development (PRD) meetings. This engagement will equip staff with current educational strategies.</p> <p>The senior leadership team (SLT) will collaborate with our partner schools, St. Anne's and Our Lady of Peace, to facilitate moderation through trio staff engagement, sharing effective pedagogical practices in reading instruction.</p> <p>By September 2025, all staff will familiarise themselves with evidence-based research on reading instruction through various resources. This will support auditing current practices, developing a checklist of non-negotiables, and planning engaging literacy experiences for pupils.</p> <p>A comprehensive calendar of reading and literacy CLPL activities including in-service training,</p>

<p>Individuals' and 'Effective Contributors' in school and the wider community.</p> <p>The staff recognises that developing Comprehension skills is crucial in unlocking potential across curricular areas. Competence in close reading skills is transferable; a consistent approach characterised by shared language and standards will enhance attainment in diverse contexts, including collaborative working. Further development in this area complements our previous achievements in 'Talk for Writing' and Listening and Talking Skills framework.</p> <p>Despite high staff professional judgement regarding children's achievement levels in reading, disparities persist. For example, Primary 1 shows 93% achieving Early Level, while only 60% of Primary 4 students met First Level. Investigating the differences between children's self-perceptions as readers versus professional assessments is essential for addressing learning gaps.</p> <p>The attainment levels across grades are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Primary 1:</b> 93% achieved Early Level.</li> <li>• <b>Primary 2:</b> 76% on track; 24% not.</li> <li>• <b>Primary 3:</b> 100% on track.</li> <li>• <b>Primary 4:</b> 60% achieved First Level; 40% not.</li> <li>• <b>Primary 5:</b> 90% on track; 10% not.</li> <li>• <b>Primary 6:</b> 86% on track; 14% not.</li> <li>• <b>Primary 7:</b> 100% on track.</li> </ul>	<p>based Reading Comprehension Curriculum. A shared language, standards, and pedagogy will support this initiative across all year groups.</p> <p><b>Core Skills Focus for Reading</b></p> <p>At St. Fillan's, we are developing pupils' reading skills through:</p> <p><b>Decoding</b> – turning written words into sounds.</p> <p><b>Vocabulary</b> – building word knowledge and understanding.</p> <p><b>Literal Comprehension</b> – understanding facts and main ideas.</p> <p><b>Inferential Comprehension</b> – reading between the lines and predicting outcomes.</p> <p><b>Evaluative Comprehension</b> – judging information and arguments.</p> <p><b>Summarising &amp; Synthesising</b> – pulling ideas together clearly.</p> <p><b>Monitoring Understanding</b> – recognising when meaning is lost and knowing how to fix it.</p> <p><b>What Guides Our Approach</b></p> <p>Our teaching is shaped by well-established research on how children learn to read:</p>	<p>administered before and after interventions, will provide insights into changes in confidence, competency, and perceived value of reading.</p> <p>A Working Party will facilitate discussions around the IOS spreadsheets, assessing the effectiveness of resources in delivering a progressive reading programme. Additionally, ongoing evaluation of staff confidence in developing a Reading Comprehension Skills Framework' will be conducted using the Confidence collection points, supplemented by evidence gathered from professional journals.</p> <p>Analysis of Attainment in Literacy (ACEL) data and dashboard information will evaluate intervention effectiveness. Supported by the York Assessment of Reading for Comprehension with the identified targeted group of pupils. Professional discussions during termly Tracking Meetings will be centred on challenge questions aligned with IOS interventions, promoting a shared commitment to improvement.</p> <p>The 'Annual Quality Assurance Calendar' will provide structured opportunities for trio learning visits, enabling critical evaluation of pedagogical practices among colleagues. Feedback from Learners' Focus Groups, particularly targeted children before and after interventions, will measure impact, complemented by parental engagement through events, surveys, and Seesaw feedback.</p> <p>Additionally, reading moderation around the 'Teaching and Learning Cycle' will be conducted with St Anne's and Our Lady of the</p>	<p>collegiate engagements, and professional readings will be finalised by September 2025, implementing and evaluating throughout the session to foster collaboration in planning and assessment.</p> <p>The SLT will also partake in CLPL focusing on leading effective reading instruction, guided by the adapted 'Talk for Writing Leadership Toolkit,' which ensures structured teaching and leadership.</p> <p>An operational plan will be developed by October 2025 to implement a cohesive school approach that encompasses key improvement features in reading skills instruction.</p> <p>We will enhance staff skills in using the Seesaw app for tracking children's reading progress, facilitating parental engagement in their children's literacy development using a variety of digital tools.</p> <p>To reduce barriers to learning in Literacy and Numeracy, we will renew our subscription to 'Reading Eggs' as a targeted support for identified groups, allocated as Pupil Equity Funding (PEF), ensuring equitable support and challenging students who exceed national expectations.</p> <p>By June 2026, we aim for all teachers to have moderated their reading comprehension practices, with most expressing confidence in their professional judgements. This will involve participating in the Local Authority Cluster Moderation Pilot, collaborating with the Trinity and St Benedict's Clusters on shared themes regarding effective reading instruction.</p>
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<p>In light of these findings, we recognise the importance of prioritising reading as a strategic improvement initiative supported by qualitative data.</p>	<p><b>Reading is built on two essentials</b> – word recognition (decoding) and language comprehension (understanding).</p> <p><b>Background knowledge matters</b> – what children already know helps them make sense of new information.</p> <p><b>Active learners read best</b> – children make meaning through interaction with texts and with others.</p> <p><b>Effective readers self-check</b> – planning, monitoring, and adjusting their reading strategies.</p> <p><b>The Reading Rope</b> – shows how word recognition and language comprehension intertwine to create skilled reading.</p> <p><b>The Science of Reading</b> – highlights the importance of systematic phonics, vocabulary, and explicit teaching.</p> <p>By 2026, all staff will be equipped to deliver the new curriculum, positively impacting pupil engagement and attainment in reading.</p> <p>We recognise the following outcomes from targeted year groups:</p> <ul style="list-style-type: none"> <li>• Primary 2: 93% performing at expected levels, with 100%</li> </ul>	<p>Peace (OLOP) schools, facilitating shared best practices to enhance our reading instruction.</p> <p>This comprehensive measurement strategy will ensure the advancement of reading proficiency within the school, fostering a culture that empowers every learner.</p>	<p>Additionally, we will facilitate working trios involving OLOP, St Fillan's, and St Anne's Primary Schools to moderate practices surrounding reading, emphasising 'What we do with a book?'. Visits to these schools will further share effective practices and foster a supportive professional network.</p> <p>This focused approach aims to enhance literacy standards, equipping pupils to engage meaningfully in academic and societal contexts. By establishing reading as a key improvement priority and utilising qualitative data, we are committed to fostering an environment where confident, articulate learners thrive.</p> <p>In conclusion, our strategic focus on reading will provide a robust framework for improving pupils' written communication skills. By nurturing an inclusive and adaptive educational strategy, we aim to prepare our students for future success both academically and in their roles within society.</p>
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	<p>achieving the minimum standard, indicating 7% added value.</p> <ul style="list-style-type: none"><li>• Primary 3: on track.</li><li>• Primary 4: 60% at expected levels, with 40% added value.</li><li>• Primary 5: 90% at expected levels, with 10% added value.</li><li>• Primary 6: 95% performing, yielding 5% added value.</li><li>• Primary 7: on track.</li></ul>		
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