



Head Teacher's Report – Parent Partnership Committee – Tuesday 03rd February 2026

Welcome Back and Pupil Wellbeing

Children have settled extremely well following the holiday break. Staff report high levels of engagement and readiness to learn across all stages.

This aligns with Education Scotland's emphasis on the importance of strong, positive relationships with families and communities in supporting wellbeing and learning.
[togethersc...and.org.uk]

Attendance Focus This Term

This term we are placing a clear spotlight on attendance, recognising its vital role in supporting personal, social and academic attainment.

Education Scotland guidance highlights that parental involvement and engagement, including clear information and supportive dialogue, is central to improving outcomes for learners.

What 90% Attendance Really Means

- A school year has 190 days.
- 90% attendance = 19 days missed per year.
- P1–P7 total: 133 days (~7 months).
- S1–S3 total: 57 days.
- Total by S3: 190 days = one full school year lost.

Supportive Attendance Measures

- Pastoral calls at 95% to explore barriers and agree supportive steps.
- If attendance falls further, a supportive letter offering strategies and an invitation to meet with staff.
- Partner agency involvement where helpful.

Our Shared Vision

"We are all learning, growing and succeeding together"

Our Shared Aim - BUDS

Be Brave

Unleash Creativity

Demonstrate Excellence

Show/Radiate Enthusiasm



This mirrors national guidance on reducing barriers to participation and supporting families early.

Family Outdoor Learning Committee

Our Family Outdoor Learning Committee continues to support the development of our school grounds and outdoor learning opportunities. Their work will play a key role in delivering our School Improvement Plan priorities over the next three years, including:

- Outdoor learning and play pedagogy
- Skills progression
- Family and community engagement

This reflects Education Scotland's focus on family learning and community connections as central drivers of improved outcomes. [togethersc...and.org.uk]

Cross Cluster Professional Learning in Literacy

Staff have been working closely with colleagues from St. Anne's Primary and Our Lady of Peace, giving up their time after school to build a shared understanding of excellent literacy teaching.

This collaboration strengthens consistency across the cluster and supports improved learning, which is strongly aligned with Education Scotland's guidance on:

- Sharing effective practice
- Building skilled staff teams
- Enhancing learning through partnership across schools

Partnership Quality Assurance Visit – St. Fergus

This month, I will visit St. Fergus Primary as part of a Partnership Quality Assurance meeting focusing on self-evaluation and improvement.

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This follows the Education Manager's QA return visit to St. Fillan's in November, where we received excellent feedback on:

- Strong self evaluation culture
- Clarity of improvement priorities
- Consistent and effective learning and teaching
- Positive whole school ethos

This aligns with national expectations that schools engage in collaborative self evaluation and involve parents as key partners. [togethersch...and.org.uk]

Visit from the Director of Education – 26 March

We look forward to welcoming Janey O'Neill, Director of Education, on Thursday 26 March.

We will share the significant progress made across the last two years, including:

- Strong, coherent learning and teaching
- Literacy, STEM and outdoor learning developments
- Improvements in wider achievement and pupil leadership
- Strengthened family engagement and partnership
- A clear and effective culture of continuous improvement

Rights Respecting Schools Award (RRSA) – Working Toward Silver

We continue our journey toward achieving UNICEF UK's Rights Respecting Schools Silver: Rights Aware Award, which places children's rights at the heart of school life.

Silver accreditation evidences that:

1. Rights-respecting values underpin leadership and practice
2. The whole school community learns about children's rights

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3. A visible rights-respecting ethos is embedded

4. Children are empowered as active citizens [pkc.gov.uk], [andparents.com]

Our Progress This Term

- Pupil Steering Group leading on rights awareness and school-wide actions.
- Visible class and school charters rooted in the UNCRC. [pkc.gov.uk]
- Staff training on rights-based practice and positive relationships.
- Increased family engagement through communication, displays and parent learning opportunities, aligned with Education Scotland's parental engagement guidance. [togethersc...and.org.uk]
- RRSA reflects Scotland's commitment through the UNCRC (Scotland) Act 2024. [aberdeensh...ngov.co.uk]

Local Authority Support

Renfrewshire has a Memorandum of Understanding with UNICEF UK, allowing state schools to access RRSA training, support and accreditation at no cost until March 2026. [wchs.westl...ian.org.uk]

Impact Evidence

Research shows Rights Respecting Schools have:

- Improved relationships
- Stronger pupil voice
- Reduced bullying and exclusions [royalhighs...hool.co.uk], [pkc.gov.uk]

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Digital Schools Award – Next Steps in Our Journey

Following the strong foundations laid last session, we will be continuing to build our digital capacity and practice as we move into next term. As part of our wider STEM improvement work, St Fillan's will be working towards two further nationally recognised accreditations:

- Digital Schools Wellbeing Award

This award recognises schools that promote safe, responsible and healthy use of digital technology.

Next term, our focus will include:

- Strengthening whole school digital safety education
- Increasing pupil leadership in digital citizenship
- Engaging families with digital wellbeing guidance and practical supports
- Embedding safe and balanced use of technology across learning and home-school partnerships
- Digital Schools Coding Award

This award recognises schools that embed computational thinking, coding skills and digital creativity from early level onwards.

Our next steps will involve:

- Further developing progressive coding pathways across P1–P7
- Enhancing staff confidence in block based and text based coding
- Providing pupils with increased opportunities to develop coding skills through STEM challenges, robotics and cross curricular learning
- Continuing pupil digital leadership roles linked to coding and problem solving

Why These Awards Matter

These next steps build on the success of last session, where we strengthened digital pedagogy, STEM engagement and staff confidence. Achieving the Digital Wellbeing and Digital Coding Awards will ensure:

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- A consistent, high quality digital learning experience for all pupils
- Safe, responsible and ethical digital behaviours
- Improved opportunities for pupils to develop future ready STEM skills and creativity
- Stronger family partnerships in supporting digital learning and wellbeing

Summary

- Pupils have settled extremely well.
- Attendance is a key focus with early, supportive intervention.
- At 90% attendance, a child misses the equivalent of one full school year by S3.
- Outdoor Learning Committee is strengthening SIP priorities and parental engagement.
- Cross cluster literacy work supports high-quality teaching.
- Strong QA feedback confirms improvement progress.
- Director of Education will visit on 26 March.
- RRSA Silver journey is well underway, supported at local authority level until 2026.

These developments align closely with:

- NIF priorities on raising attainment, improving wellbeing and developing skills for life and work
- HGIOS4 indicators such as 2.2 (Curriculum), 2.3 (Learning, Teaching & Assessment), 2.7 (Partnerships), 3.1 (Wellbeing, Equality & Inclusion) and 3.3 (Increasing Creativity & Employability) are all supported through the work that we are doing.
- Our school's wider work on STEM, outdoor learning, Rights Respecting Schools and digital citizenship
- All work aligns with Education Scotland and the National Improvement Framework (selected priorities).

Alignment with National Improvement Framework (NIF) – Option B Priorities

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Our improvement work this year directly supports the following national priorities:

B1) Improvement in Attainment (Literacy & Numeracy)

- Cross cluster literacy collaboration strengthens pedagogy, assessment and consistent standards.
- Improved consistency supports attainment outcomes.

[unicef.org.uk]

B2) Closing the Poverty Related Attainment Gap

- Early attendance intervention (95% trigger)
- Supportive pastoral approach with families
- Targeted work with partner agencies

[unicef.org.uk]

B3) Children and Young People's Health and Wellbeing

- Outdoor learning development
- Rights Respecting Schools work on dignity, respect and belonging
- Strengthened family partnerships

[eachother.org.uk]

B5) Placing the Human Rights and Needs of Every Child at the Centre

- RRSA Silver journey directly reflects this national priority
- UNCRC-informed approaches strengthen equity and inclusion

Working in Partnership with Families – Our Commitment

Education Scotland highlights that strong school–family partnerships improve outcomes and reduce barriers

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Faith Respect Responsibility Trust Team Work Success



Across all workstreams attendance, literacy, outdoor learning and RRSA we commit to:

- Clear, accessible communication for all families
 - Shared decision-making and co design where possible
 - Removing barriers to participation, including confidence, time, or access
 - Ensuring parent voice is valued within school improvement
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