Renfrewshire Council

St. Fillan's Primary School



School Improvement Plan

2026/27

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

Our Vision, Values and Aims

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:

Area of the National Improvement Framework	*Aim*
Ethos & Life of The School as a Community.	1. **Be brave:** 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.

The Curriculum.	**2. Unleash excellence:** 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.
The Four Capacities of Curriculum for Excellence.	**3. Develop creativity:** Put the learner directly at the centre of the curriculum to holistically develop the child.
Assessment and Recognition of Skills.	**4. Show/Radiate enthusiasm:** 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. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 – Nurture.

NIF Priorities Highlight as appropriate

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) Highlight as appropriate

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
Rationale – Renfrewshire Nurturing Schools Approach, Outdoor Learning and Play Pedagogy (Linked to Meta-Skills and Racial Literacy) At St. Fillan's Primary School, we recognise that nurturing relationships are at the heart of effective learning and teaching. The Renfrewshire Nurturing Schools Approach supports us in creating an environment where all children feel safe, valued, and respected, enabling them to flourish both academically and emotionally. This reflects our Catholic ethos, where every child is recognised as a unique individual made in the image and likeness of God.	**Outcomes and Expected Impact** **(HGIOS4: QI 2.3, QI 3.1, QI 3.2, QI 3.3)** **What change do we want to see for learners?** Almost all learners demonstrate improved **wellbeing, emotional regulation, and readiness to learn** within a nurturing school environment. Almost all learners display Increased **engagement and participation** in learning through play-based and outdoor approaches.	**Measures of Progress and Impact** **(HGIOS4: QI 1.2, QI 2.3, QI 3.1, QI 3.2, QI 3.3)** **How will we know the change is an improvement?** We will know this priority has led to improvement when: Most learners demonstrate **improved wellbeing, confidence, and readiness to learn** within a nurturing environment. Learners show increased **engagement, participation, and**	**Interventions – What do we plan to do?** **(HGIOS4: QI 1.2, QI 2.3, QI 3.1, QI 3.3)** **Interventions: What Do We Plan to Do?** Our improvement strategy is founded on the belief that children learn best when they feel safe, valued, respected and connected. Through the Renfrewshire Nurturing Relationships Approach (RNRA), we will continue to strengthen inclusive, nurturing environments where positive relationships support wellbeing, engagement and achievement. To ensure a coherent and sustainable approach, we will develop this work through the lens of Learning for Sustainability (LfS), integrating outdoor learning, play pedagogy, Laudato Si', racial

Nurture plays a central role in promoting wellbeing and supporting the holistic development of our learners. By embedding nurturing principles across the school, we strengthen positive relationships, support emotional regulation, and reduce barriers to learning. This ensures that all pupils, including those with additional support needs, are fully included and able to flourish. This priority is enhanced through the integration of **outdoor learning**, which provides meaningful, real-life contexts for children to develop confidence, resilience, and independence. Learning in outdoor environments supports wellbeing and offers opportunities for exploration, enquiry, and collaboration, while encouraging pupils to develop a sense of stewardship for God's creation in line with *Laudato Si'*. In line with Scottish Government expectations, there is a strong emphasis on the importance of **play pedagogy**, particularly within early and first level. High-quality play-based learning supports children's cognitive, social, and emotional development. Through play and outdoor	Almost all learners develop and apply key **meta-skills**, particularly innovation, creativity, collaboration, resilience, and problem-solving. All learners show a deeper understanding of **respect, equality, and diversity**, demonstrating increased racial literacy and inclusive attitudes. All learners demonstrate a strong sense of **stewardship for God's creation**, linking outdoor learning to *Laudato Si'*. Almost all learners show improved attainment and progress for all learners, particularly those facing barriers to learning. **By how much?** **90% of pupils** report feeling safe, included, and valued within the school **90% of pupils** demonstrate increased engagement and	**independence** through play-based and outdoor learning. Pupils can clearly **demonstrate and articulate meta-skills**, particularly innovation, creativity, collaboration, and problem-solving. A consistent approach to **nurture, play pedagogy, and outdoor learning** is evident across all classes. Learners demonstrate increased **respect, understanding, and inclusion**, reflecting improved racial literacy and Gospel values. Staff practice reflects **high-quality, nurturing and inclusive pedagogy**, leading to improved outcomes. Tracking data shows **improved attainment and reduced barriers to learning**, particularly for targeted groups. **What information/data will we gather to measure progress and impact?**	literacy and children's rights. This will enable learners to develop the knowledge, skills, attitudes and values required to thrive as responsible citizens and effective contributors within an increasingly diverse and changing world. Across the three-year improvement cycle, we will systematically build staff confidence, learner participation and curriculum innovation, ensuring that wellbeing, inclusion and equity remain at the heart of our work. **Phase 1 (Year 1)** **Establishing Strong Foundations** **Key Focus:** Embedding nurturing relationships and building a shared understanding of Learning for Sustainability. **Interventions** • Deliver professional learning for all staff on: ○ Renfrewshire Nurturing Relationships Approach (RNRA) ○ Trauma-informed practice ○ Racial literacy

experiences, pupils are encouraged to explore, create, and take ownership of their learning within a safe and nurturing environment. Central to this work is the development of **meta-skills**, particularly **innovation**, alongside creativity, collaboration, resilience, and critical thinking. Through nurturing, play-based, and outdoor learning experiences, pupils are encouraged to think creatively, generate new ideas, solve problems, and apply their learning in meaningful and relevant contexts. These skills support children to become adaptable, confident learners prepared for the future. In addition, we are committed to developing **racial literacy** across our school community. This involves ensuring that pupils and staff develop the knowledge, understanding, and confidence to recognise and challenge racism, celebrate diversity, and promote equality. Through our nurturing ethos and inclusive curriculum, pupils are supported to understand and respect differences, reflect on fairness and justice, and develop empathy for others. This work	enjoyment in learning (pupil voice, observations). **100% of classes** show evidence of high-quality play pedagogy and outdoor learning in planning and practice. **All pupils (100%)** experience planned opportunities to develop and apply meta-skills across learning contexts. **Reduction** in wellbeing-related concerns and barriers to learning (tracked through pastoral and support data). **Improved attainment**, with most pupils (85-90%) achieving or exceeding expected CfE levels, supported by improved engagement and wellbeing. Please see appendix 1 **Who are the target group?** **All learners (P1–P7)**, with particular focus on:	We will gather a range of qualitative and quantitative evidence: **1. Wellbeing and Inclusion Data (QI 3.1)** Wellbeing indicators (surveys and tracking) • Recorded wellbeing concerns and pastoral support data • Attendance and engagement data • Pupil focus groups on inclusion and sense of belonging **2. Attainment and Progress Data (QI 3.2)** • CfE levels and progression data across all stages • Tracking and monitoring data from termly meetings • Targeted Intervention Group (TIG) data and impact reviews	○ Learning for Sustainability ○ Play pedagogy • Monitor and evaluate staff engagement in professional learning through INSERVICE training, collegiate sessions, webinars and professional reading. • Further embed nurturing approaches across the school, including: ○ Emotional check-ins ○ Restorative conversations ○ Inclusive classroom environments ○ Consistent relationship-based practice • Use wellbeing data, including the Glasgow Motivation and Wellbeing Profile, to identify learners requiring additional support. • Introduce a whole-school outdoor learning framework and audit current practice. • Audit curriculum resources and learning experiences to ensure they promote diversity, inclusion, racial literacy and Catholic social values. • Establish pupil voice systems to gather baseline information regarding wellbeing, inclusion, learning experiences and outdoor learning.

aligns closely with Gospel values and Catholic Social Teaching, promoting dignity, respect, and the common good for all. By integrating nurture, outdoor learning, play pedagogy, meta-skills, and racial literacy, we take a holistic approach to education that supports both wellbeing and achievement. This ensures that all children at St. Fillan's Primary School grow as confident, resilient, and compassionate individuals who are equipped to contribute positively to their community and the wider world.	• Pupils experiencing **wellbeing or engagement barriers** • Children with **additional support needs (ASN)** • Learners identified through tracking as requiring **targeted support** **All staff**, through professional learning in nurture, play pedagogy, outdoor learning, meta-skills, and racial literacy **By when?** **Short-term (Aug–Dec 2026):** • Staff develop understanding and confidence in nurture, play pedagogy, outdoor learning, and racial literacy • Baseline data gathered (wellbeing, engagement, learner voice) • Early evidence of improved outdoor and classroom environment and relationships	• Evidence of progress for ASN and identified target groups **3. Learning, Teaching and Pedagogy (QI 2.3)** SLT learning walks focusing on: • Nurture and relationships • Play pedagogy • Outdoor learning • Metacognition Forward planning and evidence of progressive learning experiences Jotter monitoring and assessment evidence Outdoor Learning / Classroom observations and trio visits **4. Staff Confidence and Professional Learning (QI 1.2)**Baseline and follow-up **staff questionnaires** PRD discussions and professional learning evaluations	**Expected Outcomes and Impact** • Staff demonstrate increased understanding of nurture, racial literacy, Learning for Sustainability and play pedagogy. • Learners experience greater consistency in nurturing relationships across the school. • Improved pupil wellbeing and sense of belonging. • Baseline data established for wellbeing, inclusion, engagement and outdoor learning. • Increased awareness of global citizenship, equity and stewardship through Laudato Si' and racial literacy. **Phase 2 (Year 2)** **Embedding Practice Through Learning** **Key Focus:** Integrating Learning for Sustainability through play, outdoor learning and inclusive pedagogy. **Interventions** • Embed high-quality play pedagogy across Early and First Level,

	Medium-term (Jan–June 2027): • Increased consistency in practice across all classes • Measurable improvements in pupil engagement, participation, and wellbeing • Clear evidence of meta-skills and inclusive practices in learning **Long-term (June 2027 and beyond):** • Sustained improvements in wellbeing and attainment • Fully embedded nurturing, inclusive, and innovative learning culture • Pupils confidently applying skills, demonstrating respect for others, and contributing positively to the school and wider community	Feedback from collegiate sessions and CPD activities **5. Pupil Voice and Engagement (QI 3.3)** • Pupil surveys (before and after) • Learning conversations and focus groups • Evidence from RNRA committee • Participation in play, outdoor learning, and wider achievement **6. Meta-Skills and Wider Development (QI 3.3)** • Observations of skills such as **innovation, creativity, collaboration, and resilience** • Pupil ability to articulate skills and their application • Evidence in planning and interdisciplinary learning **7. Racial Literacy and Inclusion** • Curriculum audits and planning evidence	extending approaches where appropriate across Second Level. • Implement regular, progressive outdoor learning experiences across all stages. • Develop school grounds, parish partnerships and community links to support meaningful outdoor learning and stewardship opportunities. • Integrate Laudato Si' and racial literacy themes within interdisciplinary learning experiences. • Explicitly plan for and develop key meta-skills: ○ Creativity ○ Innovation ○ Collaboration ○ Problem-solving ○ Resilience • Strengthen pupil leadership opportunities through: ○ Pupil committees ○ Sustainability groups ○ Rights and inclusion ambassadors ○ Faith and community leadership opportunities • Continue targeted nurture and equity interventions funded through PEF.

	Overall Impact Through this priority, learners at St. Fillan's Primary School will become **confident, resilient, and compassionate individuals**, equipped with the skills, knowledge, and values needed for learning, life, and work. Rooted in our Catholic ethos, pupils will demonstrate respect for diversity, care for one another, and a strong commitment to the common good and stewardship of God's creation.	• Pupil discussions demonstrating understanding of **diversity, fairness, and equality** • Staff confidence in addressing diversity and inclusion **Overall Evaluation** We will triangulate evidence from: • **Data (attainment and wellbeing)** • **Observations (learning walks, planning, practice)** • **Stakeholder voice (pupils, staff, families)** This will allow us to evaluate impact robustly and ensure that improvements are: • **Sustained over time** • **Consistent across all stages** • **Inclusive and equitable for all learners**	**Expected Outcomes and Impact** • Learners regularly engage in high-quality play and outdoor learning experiences. • Increased pupil engagement, motivation and participation. • Improved learner understanding of sustainability, diversity and social justice. • Learners increasingly demonstrate creativity, resilience and collaboration. • Greater pupil leadership and ownership of school improvement priorities. • Evidence of improved wellbeing and engagement for targeted learners. **Phase 3 (Year 3)** **Sustaining, Innovating and Leading** **Key Focus:** Embedding sustainable practice and demonstrating long-term impact. **Interventions**

		Overall Impact Through these measures, we will ensure that all learners at St. Fillan's Primary School: Feel **safe, valued, and included** Are **engaged, motivated, and confident learners** Develop **innovation and key meta-skills** for life and work Demonstrate **respect for diversity and commitment to the common**	• Evaluate and refine all approaches using evidence gathered over the previous two years. • Develop learner-led projects that demonstrate Learning for Sustainability in action. • Extend opportunities for children to lead change within their school, parish and wider community. • Share effective practice across the cluster and with external partners. • Further develop innovative interdisciplinary learning experiences that combine: ○ Nurture ○ Play ○ Outdoor learning ○ Laudato Si' ○ Racial literacy ○ Meta-skills development • Continue targeted equity interventions informed by ongoing tracking and monitoring. **Expected Outcomes and Impact** • Nurturing relationships are fully embedded across the school community. • Outdoor learning and play pedagogy are established components of high-quality learning and teaching.

			• Learners confidently demonstrate meta-skills across a range of contexts. • Children act as leaders of sustainability, inclusion and social justice initiatives. • Improved attainment, engagement and wellbeing outcomes for all learners, particularly those affected by poverty-related barriers. • A sustainable model of Learning for Sustainability is embedded within the school's curriculum and culture. **Summary** This three-year improvement strategy brings together RNRA, Learning for Sustainability, Play Pedagogy, Laudato Si' and Racial Literacy within one coherent framework. Through a phased approach of **Foundation → Embedding → Sustainability**, the school will build a nurturing, inclusive and innovative learning community where all children are supported to flourish academically, socially, emotionally and spiritually.

Appendix 1: - Health & Wellbeing Glasgow Motivational Tool Results and Intended Impact:

These actions reflect the progression from engagement to confident application, ensuring that improvements in wellbeing and participation lead directly to improved attainment and sustained outcomes.

Area	Intended Impact	Evidence from Data (A → B)	Strengths (Positive Movement)	Areas for Development	Suggested Actions
Affiliation (Nurtured & Included)	Pupils feel a strong sense of belonging, connection and support in school	Overall decline in high scores across all questions (e.g. belonging ↓9.8%, liking school ↓4.9%)	Reduction in low scores (fewer 'No' responses across most questions) indicates fewer pupils feel excluded	Notable drop in pupils strongly agreeing they belong or like school	Strengthen pupil voice, inclusion activities, peer connection initiatives, whole school belonging strategies
Agency (Active & Achieving)	Pupils feel motivated, confident, and recognised for effort and achievement	Mixed picture: effort ↓8.8%, pride slightly ↓, but **teacher recognition ↑4.9%**	Significant improvement in pupils feeling recognised by teachers; reduction in low scores	Drop in motivation and perseverance (working hard and trying when work is hard)	Embed growth mindset approaches, celebrate effort more consistently, review workload/challenge balance
Autonomy (Respected & Responsible)	Pupils feel listened to, respected, and able to manage themselves and relationships	Majority of high scores decreased (e.g. standing up for self ↓7.8%, staying calm ↓5.9%)	Strong improvement in reporting concerns (complaining about being picked on ↑5.9%; low scores ↓6.9%)	Pupils feel less heard and less confident in independence skills	Increase opportunities for pupil leadership, restorative practice, communication & self-regulation support
Feeling Healthy & Safe	Pupils feel safe, supported, and emotionally well in school	Mixed: peer support ↑6.9% but adult support ↓8.8% and safety ↓7.8%	Improvement in peer support; slight increase in feeling good about self (+1.0%)	Reduction in feeling safe and perceived adult support	Strengthen visible adult support systems, safeguarding awareness, and trusted adult relationships

Improvement Priority 2 – Science, Technology, Engineering & Maths

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 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
Science Attainment & STEM Rationale **HGIOS4 QI 1.1, 1.2, 3.2, 3.3** Science attainment data demonstrates **good attainment with very good progress**, alongside a clear need to sustain and extend improvement through a strengthened STEM approach. All stages show **consistent increases in SAS scores**:	**Outcomes** **(HGIOS4: QI 2.3, QI 3.2, QI 3.3)** A clear and progressive STEM framework, incorporating outdoor learning, is embedded across all stages by **June 2027**. All staff confidently use RAISE and Renfrewshire Digital Skills Progression Planners to support planning, assessment, and progression by **December 2026**. High-quality, consistent STEM learning and teaching is evident across all classes, with increased opportunities for	**Measures of Progress and Impact (HGIOS4: QI 1.2, QI 2.3, QI 3.2, QI 3.3)** How will we know this is an improvement? Staff demonstrate increased confidence and consistency in planning and delivering high-quality STEM learning, particularly within outdoor contexts. Pupils show increased engagement, motivation, and enjoyment in STEM and outdoor learning, as evidenced through	**Key Interventions – Session 2026–2027** **Curriculum & Learning Design** Further develop and embed a **progressive STEM framework** across all stages, integrating outdoor learning as a core context for delivery. Ensure **minimum of three high-quality STEM sessions per week** in all classes, with planned outdoor learning opportunities. Use **RAISE STEM and Digital Skills planners** consistently to support

P4: 84 → 91 (+7) P5: 94 → 102 (+8, now above national average) P6: 83 → 92 (+9) P7: 72 → 84 (+12) **Overall attainment improved from 83 to 92 (+9)**, evidencing **positive impact of targeted teaching and interventions** • **Progress:** *Very Good* • **Attainment:** *Good* (not yet consistently at or above national norms) **Rationale for School Improvement Priority** **Alignment with Priority 1: Whole School Pedagogical Improvement** This priority is underpinned by the same improvement methodology and pedagogical theory that drives Priority 1, ensuring coherence across our whole-school improvement agenda. Central to this work is the belief that high-quality learning occurs when pupils are actively engaged in	interdisciplinary and outdoor learning. Meta-skills are explicitly planned for and visible in learning experiences across the school. Pupils increasingly engage in meaningful, faith-informed outdoor learning, developing an understanding of stewardship and care for God's creation. Continue to work towards the STEM Nation Award. **Intended Impact** **(HGIOS4: QI 3.1, QI 3.2, QI 3.3)** **What change do we want to see?** Improved pupil attainment, engagement, and confidence in STEM learning. Increased ability of pupils to apply meta-skills such as critical thinking, collaboration, resilience, and leadership. Greater consistency in high-quality learning and teaching across all stages. Stronger pupil understanding of stewardship and responsibility	learner voice, participation, and achievement. High-quality, progressive STEM learning is consistently evident across all classes through forward planning, classroom practice, and SLT learning walks. Meta-skills such as creativity, collaboration, resilience, and problem-solving are clearly demonstrated by pupils in a range of learning contexts. There is measurable improvement in attainment in STEM-related learning and a reduction in identified gaps. Pupils demonstrate an increased understanding of stewardship and responsibility for God's creation, reflecting our Catholic ethos and Laudato Si'. **What information/data will we gather?** **To measure progress and impact, we will gather:** **Attainment and tracking data:**	progression, assessment, and interdisciplinary learning. **Outdoor Learning Integration** Develop outdoor learning spaces (including use of school grounds and parish environments) to support STEM delivery. Plan and deliver regular outdoor STEM experiences, including enquiry-based learning, investigations, and problem-solving activities. Link outdoor learning to Laudato Si', promoting stewardship and care for God's creation. **Staff Professional Learning** **Deliver a structured CPD programme focused on:** STEM pedagogy Outdoor learning approaches Development of meta-skills Provide instructional coaching, collaborative professional enquiry, modelling, and drop-in sessions led by

meaningful, relevant, and appropriately challenging experiences which promote curiosity, enquiry, creativity, and independence. Through a consistent approach to learning, teaching, and assessment, staff will utilise evidence-informed pedagogies including play-based learning, outdoor learning, collaborative learning, and STEM approaches to develop deep understanding and transferable skills. The implementation of nurture principles, formative assessment, metacognition, and pupil voice will support learners to become increasingly self-regulating and reflective. This shared pedagogical framework ensures that improvements in STEM, outdoor learning, and meta-skills contribute directly to the wider aims of school improvement, leading to increased engagement, improved attainment, greater equity, and enhanced wellbeing for all learners. Self-evaluation of attainment and engagement data highlights **ongoing barriers impacting pupil motivation, participation, and outcomes**, particularly in ensuring **consistent access to high-quality STEM learning across all stages**.	for the environment in line with *Laudato Si'*. **By how much?** **At least 85–90% of pupils** achieving expected CfE levels in STEM-related areas by **June 2027**. **Reduction in attainment gaps by at least 10–17%** for identified target groups. **100% of pupils** report increased enjoyment and engagement in STEM (via surveys and learner conversations). **All classes (100%)** demonstrate planned and progressive development of meta-skills in learning observations and planning. **Who are the target group?** **All learners (P1–P7)** will benefit from improved STEM and outdoor learning experiences. **Targeted groups** identified through tracking (including pupils requiring additional support, SIMD-related gaps, and	CfE levels and progress within STEM-related areas Targeted Intervention Group (TIG) data and impact measures **Staff data:** Baseline and follow-up staff questionnaires PRD and professional learning feedback **Pupil voice:** Surveys (before and after) on confidence, engagement, and enjoyment Learning conversations and focus groups Participation in awards (e.g. STEM Nation, Digital Schools, Health & Wellbeing) **Quality of learning and teaching:** SLT learning walks and observations	STEM and Outdoor Learning Leads to support the implementation of Priority 1 pedagogical approaches. Facilitate collegiate working and professional dialogue to share effective practice. **Leadership and Monitoring** Appoint and support **STEM and Outdoor Learning Leads** to model practice and drive improvement. Implement **termly SLT learning walks** focusing on: • Quality of STEM teaching • Outdoor learning experiences • Evidence of meta-skills • Use **tracking meetings** to monitor progress, identify gaps, and plan interventions. **Targeted Support and Equity:** Use data to identify target groups and deliver Targeted Intervention Groups (TIG). Provide additional support in STEM contexts, including practical and outdoor

While STEM was a key priority in 2025–2026, with a strong focus on digital literacy leading to **improved engagement, confidence, and learner motivation**, further work is required to ensure a **coherent, progressive whole-school approach**.

Variation in attainment (84–102 SAS) and continued below-average performance in most stages indicate the need to:

- **embed consistency in pedagogy and progression**
- **sustain gains and raise attainment further**

Strategic Intent

As a Catholic primary school, this priority reflects a commitment to **nurturing the whole child**, recognising each learner as made in the image and likeness of God. Improving STEM provision will:

- provide **equitable, meaningful learning experiences**
- support pupils to develop their **God-given talents**

those not yet achieving expected levels).

Staff, through professional learning, to ensure consistent high-quality delivery.

By when?

Short-term (August–December 2026):

Staff training complete; consistent use of planners; baseline data established.

Medium-term (January–June 2027):

Evidence of improved practice, increased pupil engagement, and early attainment gains.

Planning shows:

- Clear links between **Science, Technologies, and Numeracy**
- Explicit focus on **enquiry-based learning and real-life problem-solving**

Long-term (June 2027 and beyond):

Sustained improvements in attainment, reduced gaps, and

Forward planning and evidence of interdisciplinary learning

Jotter monitoring and assessment evidence

Engagement and participation:

Evidence from outdoor learning activities

Wider achievement and participation in STEM-related activities

Phased Approach to Measuring Progress
Phase 1: Foundations (Aug–Oct 2026)

Conduct whole-school STEM and outdoor learning needs assessment

Build on the STEM Nation award feedback.

Gather baseline data through staff, pupil, and family questionnaires.

Carry out initial planning audits and SLT observations with regards to the feature of highly

learning experiences to enhance engagement.

Monitor impact and adjust interventions to ensure reduction in attainment gaps.

Pupil Leadership and Voice

Strengthen roles of STEM Ambassadors, Digital Leaders, and Outdoor Learning Committee to:

Support younger learners

Lead clubs and activities

Contribute to planning and evaluation

Gather regular pupil voice through surveys, focus groups, and learning conversations.

Wider Achievement and Partnerships

Participate in programmes such as:

- **Primary Engineer Award**
- **Young STEM Leaders (YSL)**
- **STEM Nation / Digital Schools Awards**

Develop partnerships with:

- **St Benedict's High School**

• deepen understanding of the world as **God's creation**, promoting stewardship in line with *Laudato Si'* Strong progress in science demonstrates effective practice (very good progress), however attainment remains variable and below national expectations in most stages (good overall). A renewed, coherent STEM strategy is therefore essential to secure sustained improvement, ensure equity of experience, and raise attainment for all learners.	fully embedded STEM, digital, and outdoor learning approach. Please see appendix 2 **Overall Impact** Through this priority, learners will become **successful, confident, and responsible individuals**, equipped with the skills, knowledge, and values needed for learning, life, and work. Rooted in our Catholic ethos, pupils will recognise their role in caring for God's creation and contributing positively to the common good.	effective practice and metacognition. **Phase 2: Building Capacity (Oct–Dec 2026)** Continue to embed STEM and outdoor learning within planning using RAISE tools Monitor progress through tracking meetings Establish baseline assessments in science and numeracy Identify and support target groups **Phase 3: Scaling Impact (Jan - Apr 2027)** Ongoing monitoring through SLT learning walks and planning scrutiny Track progress using digital platforms and assessment data	• Cluster STEM mentors and external agencies Organise **family learning events** focused on STEM and outdoor education. **Assessment and Tracking** • Use **baseline and follow-up assessments** in STEM and digital learning to measure progress. • Track attainment using **CfE levels, RAISE data, and digital platforms**. • Monitor development of **meta-skills** through observations, pupil dialogue, and planning. **Evaluation and Celebration:** Repeat **staff, pupil, and family surveys** to measure improvement in confidence and engagement. Use **learning conversations and focus groups** to evaluate impact. Celebrate success through: • Awards and accreditation • School and parish events

		Use pupil leadership (e.g. Digital Leaders, STEM ambassadors) to support engagement Analyse data and adapt teaching approaches as required **Phase 4: Reflection and Cultural Shift (Apr–Jun 2027)** Repeat staff questionnaires to measure confidence and impact Conduct pupil surveys and learning conversations Evaluate attainment data and progress against targets Celebrate achievements through awards and community events **Overall Evaluation** The measures from session 2025-2026 will be continued and strengthened through their integration with outdoor learning. This will ensure that STEM becomes:	• Showcasing learning within the community **Overall Intent of Interventions** These interventions will ensure that: 1. STEM is fully integrated across the curriculum and delivered through a consistent whole-school pedagogical approach. 2. Outdoor learning provides authentic contexts for enquiry, investigation, problem-solving, and application of learning. 3. Pupils develop essential meta-skills including innovation, critical thinking, resilience, collaboration, and creativity. 4. Practice reflects the nurturing, inclusive, and relationship-based approaches identified within Priority 1. 5. Learning experiences promote pupil agency, metacognition, and increasingly independent learners. 6. Staff engage in collaborative professional enquiry, coaching, and evidence-informed improvement. 7. Practice is consistent, high-quality, and equitable across all stages. 8. Learning reflects the Catholic ethos, promoting stewardship,

		A **consistent and progressive experience** for all learners A **highly engaging and motivating context** for learning A **key driver for developing meta-skills** and preparing pupils for life and work An **expression of our Catholic values**, promoting stewardship, responsibility, and the common good.	responsibility, dignity, and the common good. 9. Whole-school improvement priorities are aligned to improve attainment, achievement, wellbeing, and positive destinations for all learners. Please see Appendix 3

Appendix 2 –

These targets reflect the progression from engagement to confident application, ensuring that improvements in wellbeing and participation lead directly to improved attainment and sustained outcomes.

Primary 1-4

Area	June 2026 (Current)	June 2027 Target	Increase
Understanding of STEM	85%	**95%+**	**+10%**
Enjoyment of STEM activities	88-90%	**95%+**	**+5-7%**
Participation in STEM	90%	**95%+**	**+5%**
Resilience in STEM	85%	**93%**	**+8%**
Confidence in STEM ability	78%	**90%**	**+12%**
Application of STEM learning	72%	**85 - 88%**	**+13-16%**
Interest in STEM futures	65%	**80%**	**+15%**

Primary 5-7

Area	June 2026	June 2027 Target	Intended Improvement
Understanding of STEM	**88%**	**95%+**	**+7%**
STEM relevance (real-life)	**90%**	**95%+**	**+5%**
Enjoyment of STEM	**85%**	**95%**	**+10%**
Participation in STEM activities	**90%**	**95%+**	**+5%**
Confidence in STEM ability	**70%**	**88 - 90%**	**+18 - 20%**
Resilience in STEM	**88%**	**95%**	**+7%**
Practical STEM engagement	**90%**	**95%+**	**+5%**
STEM career aspiration	**55%**	**75 - 80%**	**+20 - 25%**

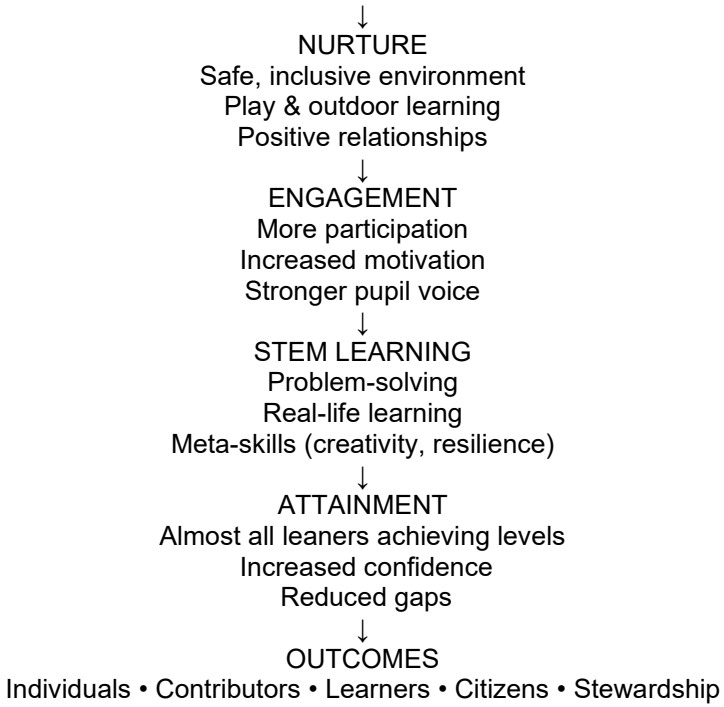
Across P1–P7, this represents an overall increase of 10–20% in key areas of STEM engagement, confidence and application.

Appendix 3

This model demonstrates how nurturing relationships and inclusive practice drive engagement, enabling high-quality STEM learning, which leads to improved attainment, skills, and positive outcomes for all learners.

St. Fillan's Improvement Model




NURTURE
Safe, inclusive environment
Play & outdoor learning
Positive relationships
ENGAGEMENT
More participation
Increased motivation
Stronger pupil voice
STEM LEARNING
Problem-solving
Real-life learning
Meta-skills (creativity, resilience)
ATTAINMENT
Almost all leaners achieving levels
Increased confidence
Reduced gaps
OUTCOMES
Individuals • Contributors • Learners • Citizens • Stewardship