

St James’ Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, St James’ Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children’s health and wellbeing; and**
5. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

**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.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| 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**

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| 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. |

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| **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** | | | |  |
| Protecting the most vulnerable  members of our communities  including children and young  people who are at risk. Work will  progress to ensure Renfrewshire  keeps the Promise and delivers  improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for  kinship care. | Family supports and focussing  on early intervention, by  equipping parents and carers  with the information, skills  and support they need to  ensure positive outcomes for  children and young people in  their care, whilst providing  opportunities for parents and  carers to shape the services  that impact them. | Enhancing supports  around mental health  and wellbeing, including  the school-based mental  health and wellbeing  programme and the  Ren10 network of staff  and volunteers who  provide early help  services to those in need. | Enhance learning and teaching,  delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will  focus on raising attainment while  ensuring equity for all. There will  be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision  and understanding  of inclusion, children  and young people will  experience inclusive  learning experiences and  supportive relationships  which lead to positive  life outcomes |

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| **Our Vision, Values and Aims**  **Vision**  Our vision, as a faith-enriched school community, is to provide a values-based curriculum characterised by excellent learning and teaching whilst inspiring a passion for lifelong learning and a commitment to social justice and moral courage.  **Values**  Joy; Respect; Responsibility; Inclusion; Resilience and Compassion & Love  **Aims**  To create a safe, welcoming, stimulating and **inclusive** environment which creates positive attitudes to learning and is responsive to the voice of children.  To ensure staff have high aspirations by developing best practice in the pursuit of the highest standards and best outcomes for children.  To support our children to become confident individuals who are motivated to develop **resilience** and self-belief and experience the **joy** of learning.  To build strong collaborative partnerships with families and the local community through involvement in learning and decision making.  To empower children to develop **responsibility** by taking an active role in society. |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents. We used a variety of methods of getting the views of those who are involved in the life and work of St James’ Primary School such as:

**Pupils:**

* Ongoing participation by all pupils within Citizenship Groups with monthly meetings, where every child has a voice
* Formal and informal discussions regarding the life of school matters
* Pupil questionnaires and feedback
* Pupil profiling using Seesaw App
* Pupil Council meetings

**Parents:**

* Parent Questionnaire and feedback, additional Survey Monkey questionnaires linked to Vision, Values and Aims and Parental Involvement
* Parent Evenings – discussion of pupil’s progress, twice yearly and Meet the Teacher evening
* Parent Council meetings
* Class open afternoons
* School App is regularly updated with news, dates for diaries etc
* Parent Assemblies/Workshops on Bounceback

**Staff:**

* Regular school self-evaluation linked to HGIOS 4 quality indicators
* Staff meetings/In-Service days/Curriculum Development Meetings
* Review and update of policies and practices both formally and informally
* Participation on working parties
* Individual forward plan feedback
* Target Setting meetings with SLT
* EST, transition and inter-agency meetings
* Formal and informal discussions re concerns
* Individual Professional Review and Development and Professional Update meetings

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, changes to Vision, Values and Aims were discussed with Parish Priest and Homelink worker.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will 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:

* Regular school self-evaluation linked to HGIOS 4 quality indicators
* Forward Plan monitoring with consultation and feedback to staff
* Pupils’ work – looking at sample jotters in a variety of areas with feedback given to staff
* Analysis of GL/SNSA assessment data to support and inform teacher judgement
* PASS survey and HWB web used to consult children on Health and Wellbeing attitudes to self and school
* Class EST meetings for each class take place throughout the year to discuss any possible concerns
* Pupil attainment tracking at Target Setting/Tracking meetings are held each term to identify progress and monitor pace and challenge
* Staff will undertake moderation of Numeracy work with cluster colleagues
* Use of Benchmarks to assess pupil progress and attainment of levels
* SEEMIS data used to track attendance and late-coming
* Staff Meetings
* SLT Meetings
* Pupil Citizenship Group Meetings
* Learning &Teaching Peer Observations
* Classroom Observations by SLT
* Professional Dialogue Meetings with Class Teachers
* Individual Pupil Support Plans reviewed and revised as required
* Parental, staff and pupils’ views
* Professional Review and Development Process for all staff
* Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1 – Raising Attainment in Literacy and Numeracy** | | | | | |
| **HGIOS/HGIOELC QIs**   * **2.2, 2.3 and 3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | |
| **Rationale** | | **Outcome/Expected Impact** | **Measures** | | **Interventions** |
| The Education Endowment Foundation’s *Teaching and Learning Toolkit* highlights small group tuition, metacognition and feedback as high-impact, cost-effective strategies for improving pupil attainment. By embedding these approaches within our Literacy and Numeracy improvement work, we aim to ensure that our interventions are evidence-based, equitable, and targeted to deliver the greatest benefit for all learners, particularly those at risk of underachievement.  This cohesive approach places equity, learner agency and purposeful learning at its core. Together, these strands will enable improved Literacy and Numeracy outcomes by:   * delivering high-quality targeted teaching where ACEL and tracking data highlight stages for raising attainment in Reading, Writing & Numeracy, * equipping children with the meta-skills necessary to understand and apply their learning   In a staff survey, 80% of teachers said they feel confident using information including data effectively to identify and reduce inequalities in children’s outcomes. In response to this, we will provide opportunities for staff to further engage in analysis of assessment information. | | **By June 2026**  Attainment in Reading will show the following improvements:   * P4 will rise from 64% to 71% * P6 will rise from 64% to 79%   Attainment in Writing will show the following improvements:   * P6 will rise from 55% to 74% * P7 will rise from 61% to 76%   Attainment in Numeracy will show the following improvements:   * P4 will rise from 71% to 79% * P5 will rise from 70% to 77% * P7 will rise from 67% to 76%   An increased number of teachers will become more confident using information including data effectively to identify and reduce inequalities in children’s outcomes. | * Pre-tracking meeting with class teachers and support staff * Tracking meetings * Standardised assessment data (SNSA, NGRT, PTE, PTM) * Milestone trackers * End of pathway assessments * Formative assessment procedures * In-house moderation activities * Cross-school moderation activities * SLT monitoring of forward planning feedback * SLT learning visit feedback * SLT monitoring of pupil work feedback * Pupil focus group feedback * Thematic survey results – pupils, families and staff | | Target Schools Support Sessions from LA for Head Teacher and Class Teachers.  0.8 additional teaching staff added to FTE to support raising attainment in school – to be deployed by HT to release class teachers to work with identified groups across stages.  SLT work with Literacy and Numeracy Development Officers to build bespoke CLPL programme for teaching and support staff.  Appointment of the following additional staff to support at targeted stages **(PEF - £37,191):**   * 1 Classroom Assistant * 1 ASNA * 0.2 Class Teacher   Termly in-house moderation  Cross-school moderation  Peer class visits  Embed use of milestone trackers.  Provide staff with CLPL focused on analysing and interpreting standardised assessment data (e.g. SNSA, NGRT, PTE, PTM), to strengthen professional judgement and inform next steps in learning. |
| Education Scotland advice states, *“As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.”*  Through staff audit and self-evaluation at both school and cluster level, we identified the need to commit to and embed the teaching of the meta-skills framework to ensure that pupils can recognise, understand and explore skills essential for lifelong learning and work.  Of the 133 children who participated in our thematic survey focused on Learning and Teaching in session 2024/25, most children (80%) indicated that they feel they are “developing skills that help me take responsibility for my own learning.” | | **By June 2026**  Almost all teaching staff will have an increased awareness, understanding and confidence in skills development.  Pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts.  All classes will adopt a skills-focussed approach to learning and explicitly reflect on skills during introductions, mid-point summative assessment (AifL) and plenaries.  All Pupil Committee Groups will be skills focussed to ensure the approach and language is embedded and pupils can apply their knowledge and awareness in a variety of contexts.  Families will develop an awareness of the skills framework through shared home/school family learning. This will enable families to support effective dialogue relating to skills development and link this with personal achievements outside of school.  Cluster plan developed to include level-appropriate staff groups that will work across schools to plan and moderate skills development. This will be embedded into all cluster SIPs for session 26/27 to ensure a shared and continued focus for improvement. | All staff across cluster to undertake baseline (by Sept) and post (June) survey to evaluate confidence around skills development.  All pupils across cluster will undertake baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills.  SLT class learning visits will be skills focussed and evidence an increased understanding of pupil abilities to reflect on skills using skills-appropriate language.  Thematic survey results will show almost all compared to the baseline of 80% taken from session 2024/25. | | **Term 1**  All staff will receive training to raise awareness and have a shared understanding of key skills developed. The key overarching skills will be broken down to create a pupil-friendly skills progression toolkit:   * Teamwork * Communication * Thinking Skills * Social Skills * Creativity * Problem Solving   A shared cluster language will be agreed and published within the toolkit to ensure learning is skills based rather than content driven.  **Term 2**  Practitioner Enquiry based approach will be used by all staff to implement a test of change focussed on:   * Planning for skills * Research of skills * Reflection of skills * Evaluation of pupil understanding and progress * Sharing good practice and feedback at cluster level   **Term 3**  Pilot Pupil Profiling of skill and achievements using [My World of Work | My World of Work](https://www.myworldofwork.co.uk/). This will be piloted with upper stage classes as a small test of change and evaluated with the pupils during Show Me What You Know visits. In session 26/27, those pupils involved in the pilot will be given leadership responsibility to embed the profiling tool amongst younger year groups.  **By June 2026**  All staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills. |
| At St James’ Primary, we recognise that effective feedback is one of the most impactful strategies for improving attainment in Literacy and Numeracy. Evidence from Education Scotland and the Education Endowment Foundation (EEF) highlights that when pupils are actively involved in feedback processes—both giving and receiving—progress accelerates.  To enhance our feedback culture and raise attainment, we are implementing the Young Leaders of Learning (YLL) programme with a specific focus on the theme of *Effective Feedback*.  Our internal quality assurance activities have found that only 33% of children feel that feedback helps them improve.  The YLL programme provides an opportunity to empower pupils to explore what high-quality feedback looks like in different classrooms and to co-develop a shared language of effective feedback with their peers and teachers.  By participating in reciprocal visits and leading evaluative discussions with a focus on feedback practices, our Young Leaders will:   * Identify and share strategies that support peer and teacher feedback in Literacy and Numeracy. * Gather pupil voice on what feedback helps them most to progress in Reading, Writing and Numeracy. * Support the development of consistent, pupil-friendly feedback tools that promote reflection and next steps in learning. * Model feedback practices in their own classes and lead mini-inputs for peers during learning time.   This approach aligns with our vision to build a culture of metacognition and learner agency. It supports learners not just in knowing *what* they are learning, but *how* to improve, ultimately contributing to improved attainment outcomes. | | **By June 2026**  We will have an improved structure for the inclusion of learner voice into our self-evaluation processes.  Young Leaders will have improved leadership skills and will be driving forward improvement in the school through an action plan developed by them.  Young Leaders will be confident to share practice in our school and will be more familiar with the language and processes of school improvement.  Young Leaders will have enhanced a range of skills including:  - communication  - team work  - resilience  - time keeping  - organisation  - and social skills  Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2026-27  An enhanced relationship with X school by June 2026 will allow:  - further sharing of good practice  - more collaborative opportunities such as moderation and more YLL opportunities.  As a result, staff will develop a shared understanding of what constitutes high-quality feedback through engagement with pupil voice and peer collaboration, leading to greater consistency in feedback practices across the school. | Local authority staff and learner pre and post YLL programme evaluation will:  - show improvement in pupil leadership skills and use of evaluative language  - show improvement in collaboration and sharing good practice with other schools  Progress is evident in school action plans following reciprocal visits, with identified areas for development actively addressed and monitored through ongoing quality assurance processes. | | **Term 1**  Our YLL Team (comprising 6- 8 Primary 6 learners) will attend YLL training in August 2025 along with our partner school X  Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:  - a focus for the reciprocal visits from the Relationships theme in HGIOURS.  - a set of questions to help them evaluate the focus during the visits.  - a programme of activity for the visit to each school  **Term 2**  YLs will take part in reciprocal visits in January - March 2026 and identify:  - strengths of the focus area in each school  - areas for development in each school  **Term 3**  YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. |

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| **Improvement Priority 2 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.** | | | | | |
| **HGIOS/HGIOELC QIs**  **2.2, 2.3, 2.4, 2.5, 2.7 and 3.1** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Developing in Faith Themes**   1. Honouring Jesus Christ, as the Way, the Truth & Life 2. Developing as a community of faith & learning 3. Promoting Gospel values 4. Celebrating & Worshipping 5. Serving the common good. | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, “*Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland.  Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”*  Within our school we have 15 different nationalities represented and currently, 32% of the children come from homes where English is not the first language. In the last two years, we have seen an increase in racist incidents of 200%. Therefore, we recognise the importance of engaging with the Building Racial Literacy programme as a way to meet the needs of a significant proportion of our children and families.  Our Anti-Racism Policy was updated to strengthen leadership, curriculum and pupil voice approaches, supporting equity and inclusion. This contributed to 81% of pupils reporting that they feel happy, safe, respected, and included at school, demonstrating the positive impact of these inclusive practices on pupil wellbeing.  80% of staff say they use data to reduce inequalities. | | Enhanced understanding of race and racism amongst pupils and staff.  Increased cultural awareness and sensitivity amongst pupils and staff.  Greater integration of diverse voices and perspectives across the curriculum.  More inclusive, representative, and culturally relevant learning resources.  Increased confidence amongst pupils in discussing issues of race and identity.  Increased confidence amongst staff to effectively address issues of race and racism in the classroom/playground.  Greater involvement of parents/carers in discussions and initiatives related to racial literacy.  Enhanced support for pupils from diverse racial and ethnic backgrounds. | Pupil surveys - pre and post implementation of interventions.  Cultural Competency Tool (REPS) - pre and post implementation of interventions.  Professional development evaluations.  Parent/carer feedback gathered following engagement with cultural diversity events.  Parent/Carer focus group feedback.  Class observations.  Tracking of racist incidents through Business World.  Reduction in number of racist incidents recorded on Business World. | | **Staff Development and Training**   * DHT to continue participation in authority working group based on Building Racial Literacy * Professional learning workshop(s) delivered by Brigitte Short, Educational Psychologist * Invite guest speakers from minority communities to speak with staff * Regular dedicated 'Race Talk' sessions, providing structured opportunities for staff to engage in dialogue about race, identity and bias, and to explore how these issues relate to classroom practice and whole-school culture   **Curriculum and Pedagogy**   * Termly Cultural Diversity Days focusing on diversity and inclusion * Pilot decolonised units of work in one curricular area per term e.g. Social Subjects topic explored through an anti-racist lens * Diversify our class libraries by incorporating a broader range of books that reflect a variety of cultures, ethnicities, and lived experiences   **Pupil Engagement**   * Workshops and assemblies to educate pupils about racism * Establish an Anti-Racist Citizenship Committee * Engagement in projects that reflect understanding and commitment to anti-racism as part of our aim to gain our RNRA Ruby award.   **Parent and Community Involvement**   * Parent/carer focus group, revised and reintroduced, to strengthen the partnership between home and school in promoting equity and inclusion * Family engagement in termly Cultural Diversity Days * Anti-racism update is a standing item on the Parent Council agenda * Offer parent/carer learning sessions on anti-racist education * Collaborate with local cultural organisations to co-design opportunities * Develop and share a whole-school Cultural Calendar to highlight and celebrate significant cultural and religious events throughout the year * We will respond to the cultural and religious needs of our school community through practical actions e.g. providing prayer spaces during Ramadan, additional opportunities for prayer during Lent.   **Policy and Environment**   * Celebrate cultural diversity through events, displays and school-wide activities * Conduct an anti-racism review of visual environments * Update classroom displays to reflect diversity * Develop auto-pilot statements that staff can use when witnessing or responding to a report of a racist incidents |
| As a Denominational school, we aim to make our children aware of how we can build a more sustainable and equal world through focusing on the Serving the Common Good Theme in Developing in Faith and Laudato Si Goal 7 – Emphasis on Community.  Our Laudato Si quote for the coming year is,  ‘The teachings of the Gospel have direct consequences for our way of thinking, feeling and living…spiritually can motivate us to a more passionate concern for the protection of our world’  As a school, we need to raise the profile of “Laudato Si” & ensure the wider community are knowledgeable about Our Pledge & the work we undertake as a community of faith & learning to uphold this. | | Ensure an inclusive ethos which aims to honour the life, dignity & voice of each person made in the image of God.  By December 2025, Connections will be made in RERC lessons between the biblical concept of stewardship and the environmental agenda. Lesson content will reflect Laudato Si priorities across all stages.  By December 2025, new Citizenship Groups will outline aims in relation to Laudato Si. | Faith Self Evaluation moderation at cluster level using Developing in Faith. | | Re-commit to Laudato Si journey with prayer service September 2024 – led by P6 as they embark on their Pope Francis Faith Award.  Citizenship Groups to be revamped to ensure that Laudato Si message is reflected in planned actions. |