



St. Peter's Primary School and Early  
Learning and Childcare Class

School Improvement Plan  
2025/26

# Planning framework

As part of Children's Services, St. Peter's Primary and ELCC Class 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

### Our School Motto



'Choose joy, kindness and love every day and remember that  
God is always with you.'

### Our School Vision

Our vision is to provide a safe, happy, caring, supportive and stimulating environment where everyone is welcome and no one feels alone. We work, learn and achieve together. We respect and care for everyone and everything around us. St. Peter's Primary is a school that sets high standards of learning and celebrates the achievements of each individual. We live our lives focused on remaining faithful to the teachings of the Gospel.

### Our Values

Respect

Kindness

Honesty

Fairness

Responsibility

### **The aims of St. Peter's Primary School**

Through the teaching of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all learners
- To focus on the individual and equitably support all aspects of their development
- To enjoy the feeling of community where pupils, staff, parents and partners are motivated to engage in learning together
- To show respect and care for all – in our own and in other communities
- To be committed to ensuring the highest possible quality of provision and to use a structured approach to self-evaluation
- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos to guide us in everything that we do

### **The aims of St Peter's Early Learning and Childcare**

Through our working with children we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence in:

- A place that is known for its high standards and caring atmosphere
- A place where children, staff and parents have a feeling of community, of loyalty and belonging
- A place where there is respect and care for all – in our own and in other communities
- A place where our curriculum meets the needs, abilities and aptitudes of all of our pupils
- A place where pupils, staff and parents plan together to ensure careful use of resources
- A place where the love of children shines through everything that we do

## **Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, learners, parents/carers and partners. we used a variety of methods of getting the views of those who are involved in the life and work of St. Peter's Primary School and Early Learning and Childcare Class.

### **Learners**

Open door policy  
Children/Pupil Council meetings  
Pupil surveys/focus groups/questionnaires  
Citizenship groups meetings involving every child/pupil  
Wider achievement forms between home and school  
ASN/TAC/Collaborative meetings  
I would like to say boxes  
School Improvement Plan discussion at assembly and feedback slip  
Pupil progress report feedback slip  
Pupil profiles

### **Parents/carers**

Open door policy  
Citizenship group meetings open to all  
Wider Achievement forms between home and school  
Surveys/questionnaires  
ASN/TAC/Collaborative meetings  
Parent Council meetings  
School Improvement Plan comment slip  
Self-evaluation meetings with SLT  
Monthly newsletters (feedback always invited)  
School Website and Dojo (Facebook – ELCC Class)  
Pupil progress report feedback slip  
Transfer of information comment slip  
Pupil profiles  
Information evenings  
Meet the Teacher events/open afternoon and morning/ELCC stay and play

### **Staff**

Open door policy  
Staff meetings (agenda sheet available to staff prior to meeting)  
Staff audits/self-evaluation activities involving full staff team  
Citizenship group meetings involving all staff with pupils  
Professional Review and Development process  
ASN/TAC/Child's Plan and Collaborative meetings  
SLT, teaching staff and support staff meetings  
Staff newsletter  
Working groups

### **Partners**

Open door policy  
Citizenship group meetings open to all  
Surveys/questionnaires  
Community Involvement group meetings  
ASN/TAC/Child's Plan and Collaborative meetings  
Feedback from other services/agencies (formal and informal)  
  
Involvement at school events and information evenings

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:

- Professional review and development meetings
- Curriculum programmes and forward plan meetings
- Formal and informal class/playroom visits (SLT) – one per term
- Termly peer evaluation and cluster peer planning and moderation (one of each visit per year)
- Tracking of pupil progress
- GIRFEC meetings
- Team Around the Child meetings
- ASN paperwork (Staged Intervention Process, Multi-agency Assessment and Child's Plan)
- Review of attainment in Literacy & English (Talking, Listening, Reading and Writing) and Maths & Numeracy across learning
- Formal and informal feedback from pupils, staff and parents
- SLT reviews of pupils' work, profiles, floor books, portfolios and Body of Evidence folders
- Policy reviews
- Use of quality indicators from How Good Is Our School 4 and 'Quality improvement framework for the early learning and childcare sectors' being used by Care Inspectorate and HMIE

## **Moderation**

- Cluster working across all levels within a selected subject area
- School based moderation within all curricular areas.

## **School Attendance**

- Monitored daily with unexplained absences followed up by texts, calls and home visits where required
- Absence and latecoming monitored monthly followed up by letters, calls and meetings if required with SLT

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



**Saint Peter's Primary School**  
**Quality Assurance Calendar**

<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Forward Planning – looking at programmes and assessment (staff team)	Assessment (HT, DHT and class teachers)	Class 'Looking at Learning' visits (HT, DHT & PT)	Pupil Progress and Attainment Meeting (HT, DHT, PT & ELCO)	School Improvement Plan Progress (HT & DHT)
Assessment results GL and SNSA (HT, DHT and PT)	PRD meetings – HT, DHT & PT	Children's work (Numeracy) – HT, DHT, PT & ELCO	Pupil Homework diaries (HT, DHT & PT)	Child's Plans (HT)
Ethos & Discipline	Forward Planning – staff team (ELCC staff & Primary)	Sampling Pupils' views (Questionnaires and Meetings)	Parents' Evening – staff team	Forward Planning – looking at programmes and assessment (staff team)
Health & Safety – Security (HT)	The Curriculum (HT, DHT & PT)	School Improvement Plan Progress (HT and staff team)	Sampling Parents' Views (Questionnaires and Meetings)	Peer Support – Sharing the Learning visits (CTs)
	Children's work (Literacy) – HT, DHT, PT & SELCO	Pupil Attendance (HT)	Pupil Attendance (HT)	Pupil Attendance (HT)
	GIRFEC Meeting with CT, ELCOs, support staff, HT & DHT (PSC)	Health & Safety – Risk Assessments (HT, SDO & Janitor/SFO)	Health & Safety – walk about, check winter supplies (HT, SDO & Janitor/SFO)	Health & Safety – winter check & playground facilities (HT, SDO & Janitor/SFO)
	Child's Plans (HT, DHT, PT & SELCO)			
	Pupil Attendance (HT)			
	Health & Safety –Check Fire Risk Assessment (HT, SDO & Janitor/SFO)			

January	February	March	April	May	June
GIRFEC Meeting with CT, HT, DHT (PSC), support staff & ELCOs	Class and playroom 'Looking at Learning' visits (HT, DHT & PT)	Pupil Progress and Attainment Meeting (HT, DHT & PT)	Forward Planning -looking at programmes and assessment (staff team)	GIRFEC Meeting with CT, HT, DHT (PSC), support staff & ELCOs	Pupil Attainment and Achievement – data submitted to HQ, Attainment and Achievement database transferred to Secondary
Ethos and discipline	Children's work/learners profiles	Children's work/learners profiles (Health & Wellbeing) – HT, DHT, PT & ELCO	Child's Plans (HT and DHT)	Sampling Pupils' views (focus groups)	Transition Meetings (CTs & ELCC officers) – class/group/individual transfer of information from stage to stage
Children's work/learners' profiles (Literacy) – HT, DHT & PT	(Numeracy) – HT, DHT & PT	Review of vision, values and aims (staff team, parents, pupils and partners/community)	Pupil Homework diaries (HT, DHT & PT)	Transition Programmes (ELCC – P1, transfer between stages and P7-S1)	360 degree self-evaluation questionnaire (SLT) – 3 year cycle
School Improvement Plan progress (HT & staff team)	Pupil Attendance (HT)	Parents' Evening – staff team	Peer Support – Sharing the Learning visits (CTs)	ELCC and P1-7 Learner Profiles	Self-evaluation Profile – (HT and staff team)
Pupil Attendance (HT)	Health & Safety – Check Fire Safety Procedures and Fire Risk Assessment (HT, SDO & Janitor/SFO)	Pupil Attendance(HT)	School Improvement Plan progress (HT & staff team)	Assessment Procedures	Standards and Quality Report & School Improvement Plan
Health & Safety - security (HT, SDO & Janitor/SFO)		Health & Safety – Risk Assessments	Pupil Attendance (HT)	Reporting to Parents – Annual Progress Report School Improvement Plan	Pupil Attendance (HT)
			Health & Safety – walkabout (HT, SDO & Janitor/SFO)	Pupil Attendance	Health & Safety – school equipment (HT, SDO & Janitor/SFO)
				Health & Safety – playground	

## 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 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy & numeracy			
<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> 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>Numeracy</b>  Attainment data for session 2024/2025 shows the need to increase our focus on supporting pupils to achieve their learning goals in Numeracy, especially those identified through the poverty related attainment gap. Our attainment results for 2024/2025 are as follows:  Primary 1 89% Primary 2 92% Primary 3 80% Primary 4 68% Primary 5 74% Primary 6 79% Primary 7 89%  18% of pupils across the school did not meet expected levels in Numeracy.	Identified pupils will reach their learning goals in Numeracy and an overall increase in attainment will be evident, especially at primary 4-7.  Pupils will achieve in Numeracy and our targets will be met by June 2026:  Primary 1 tbc September 2026 Primary 2 89% Primary 3 92% Primary 4 80-85% Primary 5 68-79% Primary 6 74-81% Primary 7 79-83%  There will be an increase in pupils' confidence with numbers, positive	<ul style="list-style-type: none"> <li>Pre and post pupil, staff and parent/carer surveys (September 2025 and May 2026)</li> <li>Staff evaluations of online webinars (National Numeracy Schools and Families Programme)</li> <li>Impact of learning and teaching plans produced as a result of staff CLPL sessions and evaluation of effectiveness on pupil progress</li> <li>Observation of pupil focus group in sessions planned during the Modelling and Coaching programme and</li> </ul>	St. Peter's modelling and coaching officers will work alongside primary 4-7 teachers with a focus on identified aspects of Numeracy. They will team teach and use this model to support all pupils with support staff engaging in the programme to support targeted pupils. (PEF)  0.2 fte weekly teacher support will be provided in Numeracy for identified pupils using DMR budget. They will be supported on an individual and small group setting with collegiate planning and evaluation taking place between class teacher and support for learning teacher.

<p>62% of the pupils who did not reach expected levels in Numeracy are in SIMD decile 1-3.</p> <p>Through self-evaluation activities, almost all staff indicated their preference to further engage in opportunities to develop and increase confidence in teaching aspects of Numeracy.</p> <p>Our St. Peter's modelling and coaching officers have been successful in their approach during session 2024/2025 and this has been evaluated positively by staff involved in the programme. As a result, this approach will continue during session 2025/2026 in primary 4-7 in order to increase attainment and close the poverty related attainment gap in Numeracy.</p> <p>During Numeracy Family Learning Sessions, parents/carers have indicated that they would like to feel more able to support their children's learning at home to reinforce aspects of Numeracy being explored in school.</p>	<p>feelings about maths and awareness of the value of numeracy and maths outside the classroom.</p> <p>We will be able to support and increase parents/carers confidence in supporting children with maths and help to establish lasting approaches and strategies. Children will better understand the value of numeracy in daily life and the workplace. Staff will feel more confident in teaching all aspects of Numeracy and Maths and will engage in the teaching and learning process with increased positivity.</p>	<p>National Schools and Families Programme</p> <ul style="list-style-type: none"> <li>Classroom learning visits focused on Numeracy (February 2026) and records which will allow SLT and staff team to look for common themes to focus on for future developments</li> <li>Attainment data of all pupils with a particular focus on identified pupils through PEF (Teacher Professional Judgement, Assessment for Learning ongoing summative and formative assessment, P1, P4 &amp; P7 SNSA results and P2, P3, P5 &amp; P6 GL Assessment outcomes)</li> <li>Observation of pupil and parent/carer engagement in family learning session and outcome of completed evaluations by parents/carers which will inform future next steps (week beginning 20/04/2026)</li> </ul>	<p>We will begin our partnership with the National Numeracy Schools and Families Programme:</p> <p>Three members of teaching staff have attended initial CLPL webinar and will continue to participate in additional sessions provided through the National Numeracy Schools and Families Programme.</p> <p>The focus of CLPL sessions includes the use of Family Maths activities and scrapbooks. Parents will benefit from the outcome of a parental engagement session which includes materials to deliver a growth mindset workshop for parents/carers. This will take place week beginning 20/04/2025.</p> <p>Staff members involved will collect pre and post information from focus groups of pupils (PEF) in September 2025 and May 2026 and will develop their own skills in interrogating the data collected. They will share this information with staff during curriculum development sessions on 08/10/25 and 20/05/26. The focus will be on the impact of using relevant data to report on pupil progress and plan next steps to develop the programme across the school and ELCC class.</p> <p>Staff members involved in the programme will attend termly online Forums and webinars and engage in opportunities for visits from corporate volunteers.</p> <p>All staff will be supported by Renfrewshire Council's modelling and coaching officers to improve approaches to teaching and learning and increase attainment in Numeracy. St. Peter's Primary has been identified as a target school.</p>
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<p><b>Literacy</b></p> <p>Attainment data for session 2024/2025 shows the need to increase focus on supporting pupils to achieve their learning goals in Reading and Writing, especially those identified through the poverty related attainment gap.</p> <p>Our attainment results for 2024/2025 are as follows:</p> <p><u>Reading</u></p> <table><tr><td>Primary 1</td><td>79%</td></tr><tr><td>Primary 2</td><td>76%</td></tr><tr><td>Primary 3</td><td>68%</td></tr><tr><td>Primary 4</td><td>71%</td></tr><tr><td>Primary 5</td><td>94%</td></tr><tr><td>Primary 6</td><td>93%</td></tr><tr><td>Primary 7</td><td>79%</td></tr></table> <p><u>Writing</u></p> <table><tr><td>Primary 1</td><td>79%</td></tr><tr><td>Primary 2</td><td>76%</td></tr><tr><td>Primary 3</td><td>60%</td></tr><tr><td>Primary 4</td><td>68%</td></tr><tr><td>Primary 5</td><td>77%</td></tr><tr><td>Primary 6</td><td>69%</td></tr><tr><td>Primary 7</td><td>75%</td></tr></table> <p><u>Literacy Programmes/Units and Assessment</u></p> <p>Through self-evaluation dialogue, almost all staff agreed that they would like to continue exploring moderation with increased confidence. They are keen to focus on the Literacy process to ensure pupil progress is measured using agreed, shared standards.</p>	Primary 1	79%	Primary 2	76%	Primary 3	68%	Primary 4	71%	Primary 5	94%	Primary 6	93%	Primary 7	79%	Primary 1	79%	Primary 2	76%	Primary 3	60%	Primary 4	68%	Primary 5	77%	Primary 6	69%	Primary 7	75%	<p>By June 2026, all pupils will reach their learning goals in Literacy and an overall increase in attainment will be evident, especially at primary 2-5. Identified pupils will receive additional teacher support on an individual/small group basis using 0.2 fte weekly from DMR budget. (PEF)</p> <p>Pupil attainment and achievement in Literacy will improve and our Reading and Writing targets will be met by June 2026:</p> <p><u>Reading</u></p> <table><tr><td>Primary 1</td><td>tbc September 2026</td></tr><tr><td>Primary 2</td><td>79-82%</td></tr><tr><td>Primary 3</td><td>76-88%</td></tr><tr><td>Primary 4</td><td>68-76%</td></tr><tr><td>Primary 5</td><td>71-79%</td></tr><tr><td>Primary 6</td><td>94%</td></tr><tr><td>Primary 7</td><td>93%</td></tr></table> <p><u>Writing</u></p> <table><tr><td>Primary 1</td><td>tbc September 2026</td></tr><tr><td>Primary 2</td><td>79%</td></tr><tr><td>Primary 3</td><td>76-80%</td></tr><tr><td>Primary 4</td><td>60-70%</td></tr><tr><td>Primary 5</td><td>68-75%</td></tr><tr><td>Primary 6</td><td>77-81%</td></tr><tr><td>Primary 7</td><td>69-76%</td></tr></table> <p>Pupils will benefit from engaging in programmes of work which are better aligned with the assessment process. This will lead to more effective methods of assessing pupil progress in reading at each level and will involve pupils more in learning conversations about their</p>	Primary 1	tbc September 2026	Primary 2	79-82%	Primary 3	76-88%	Primary 4	68-76%	Primary 5	71-79%	Primary 6	94%	Primary 7	93%	Primary 1	tbc September 2026	Primary 2	79%	Primary 3	76-80%	Primary 4	60-70%	Primary 5	68-75%	Primary 6	77-81%	Primary 7	69-76%	<ul style="list-style-type: none"><li>• Reading engagement survey results (27/08/2025 and 07/05/2026))</li><li>• Writing engagement survey results (27/08/2025 and 07/05/2026))</li><li>• Surveys focused on staff confidence levels prior to development work and by May 2026</li><li>• Observation of pupil participation and engagement in Literacy activities</li><li>• Confidence levels of pupils, especially those involved in focus groups, in making effective use of podcasts – measured through discussion groups and surveys</li><li>• Staff evaluation of Literacy Units and programmes of work evident through forward plans</li><li>• Evidence of learning targets used regularly in learning conversations and learning profiles highlighted during class learning visits (October 2025)</li><li>• Attainment data of all pupils and those identified through PEF (Teacher Professional Judgement, Assessment for Learning ongoing summative and formative assessment, P1, P4 &amp; P7 SNSA results and</li></ul>	<p>All staff will continue to engage in ‘in-house’ moderation focused on sharing standards across Literacy (Reading and Writing) during In-service Day 3 20/10/2026.</p> <p>A review of school reading assessments will take place in line with Curriculum for Excellence benchmarks. Our Literacy Champion and DHT will lead a working group who will research effective methods of assessing reading within each level of Curriculum for Excellence. This will incorporate our Talk for Writing programme and will include ongoing formative assessment and resources that can be effectively used for reaching accurate decisions when agreeing levels of attainment. All staff will be involved in development work to include pupil voice at each stage. They will create a suite of Literacy Units which are aligned with novels selected by pupils. Planning of programmes will be effective by involving pupils in selecting the stimulus. The development of assessments will reflect shared standards through the professional dialogue of staff during curriculum development sessions. Consideration will be given to staff engaging in the summative assessment process using resources created by our staff team. Through Literacy workshops, these will be created to compliment staff skills in using teacher professional judgement.</p> <p>Pupils will be involved in selecting the focus of Literacy units which will be explored in each class (at least two novels/units per term).</p> <p>0.2 fte weekly teacher support will be provided in Literacy for identified pupils using DMR budget. (PEF) Targeted pupils will benefit from individual/small group where they will explore short stories and/or novels chosen by them to</p>
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<p>During the ongoing assessment process and while engaging in professional dialogue with our RC Literacy Development Officer, it became evident that our 'in-house' assessments require a review to make them more relevant and in line with expected levels at each stage across the school and each level of Curriculum for Excellence.</p> <p><u>Engagement in Library Resource</u> Through self-evaluation discussion with pupils at assemblies, they have indicated that they would like to make better use of the library resources within the school and ELCC.</p> <p>All Staff have indicated that they would like to make more time to support children's progress in Literacy through fostering a love of reading and developing Literacy programmes around their favourite novels, including Talk for Writing based units. Staff recognise the need to make time to further develop the spaces and resources available as well as supplementing these with funding available through the School Library Improvement Fund (ONE REN).</p> <p>During family learning sessions, almost all parents/carers indicated that they would like to be better equipped to support their children's progress in Literacy and more involved in helping pupils reach their learning goals.</p>	<p>progress in Literacy and meeting their selected targets.</p> <p>Staff will benefit from increased confidence in making teacher professional judgement decisions focused on pupil attainment within Reading and Writing.</p> <p>Pupils will make better use of our library resources in allocated areas of the school and within their classrooms. By May 2026, they will express an increase in their enjoyment of reading and will transfer skills developed to improve their performance during associated Writing tasks.</p> <p>Across the school year, pupils will develop their Literacy skills through creating pod casts to promote effective use of our library resources and encourage a love of reading across the school.</p> <p>By June 2026, focus group of pupils will benefit from the opportunity to develop their confidence and communication skills by working alongside pupils in our St. Andrew's Cluster.</p> <p>Staff will gain increased confidence and knowledge in supporting pupils to uplevel their skills in using updated technology and in seeking more relevant and exciting materials to motivate pupils.</p>	<p>P2, P3, P5 &amp; P6 GL Assessment outcomes)</p> <ul style="list-style-type: none"> <li>• Observation of pupil and parent/carer engagement in family learning session and outcome of completed evaluations by parents/carers which will inform future next steps (week beginning 02/03/2026)</li> <li>• Evaluations of St. Andrew's Cluster Network group members</li> <li>• Percentage of pupils who own and use a library card for our local Renfrewshire libraries</li> <li>• Percentage of pupils who engage in Renfrewshire Summer reading challenge 2026</li> </ul>	<p>increase engagement and motivation, making learning tasks relevant and exciting.</p> <p>As a result of St. Peter's Primary being identified as a target school, all staff will be supported by Renfrewshire Council's modelling and coaching officer to improve approaches to teaching and learning and crease attainment in Literacy.</p> <p>Our Literacy Champion will lead a cluster Literacy network group following a successful bid for funding to improve our Library resources. They will meet every 4-6 weeks (dates tbc) to plan effective use of funding to enable pupils to have access to a Library pod where they can create podcasts to promote engaging experiences in Literacy.</p> <p>A focus group of pupils will be supported by our Literacy Champion and DHT to engage with a group of pupils in our St. Andrew's Cluster to create and develop pod casts promoting effective use of library resources. They will share experiences that will motivate and encourage other pupils to become involved in enjoying all that our libraries have to offer.</p> <p>To support the aim to foster a love of reading, every class (ELCC-Primary 7) will make a termly visit to Glenburn Library to enjoy the benefits of engaging in reading experiences within a library setting.</p> <p>In June 2026, all pupils will be encouraged to engage in the Summer Reading Challenge in partnership with Renfrewshire Libraries through a reward system. Engagement will be tracked by our Literacy Champion.</p>
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## Improvement Priority 2 – Develop a cluster-based approach to skills development through moderation and practitioner enquiry

### 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

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><b>2025 – 2028</b></p> <p>As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, and opportunities to develop skills for learning, skills for life and skills for work, focussing on literacy, numeracy and health and wellbeing.</p> <p>The Curriculum Improvement Cycle review in Scotland is systematic review process focused on ensuring the Scottish curriculum remains relevant and effective. A key aspect of this review is the identification of essential skills alongside subject-knowledge to better prepare students for future success. These essential skills, also known as transferable or employability skills, include communication, problem-solving, teamwork and self-management.</p> <p><b>2025 - 2026</b></p> <p>Through cluster HT professional dialogue, it was evident that differing approaches to skills development were impacting on</p>	<p><b>2025-2028</b></p> <p>A consistent skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education / learning experiences and be clear about how all their achievements relate to these.</p> <p><b>2025 - 2026</b></p> <p>By June 26, almost all children across all stages will have an increased ability to recognise and identify and talk about skills. Pupil baseline and post Survey</p>	<p><b>2025 – 2026</b></p> <p>Primary 4-7 pupil survey to be carried out by the end of August 2025. The purpose will be to identify pupil confidence levels in relation to knowledge of skills and ability to:</p> <ul style="list-style-type: none"> <li>recognise &amp; identify skills</li> <li>articulate the language of skills</li> <li>relate skills to real life contexts</li> <li>link skills to the world of work</li> </ul> <p>Pupil focus groups will be selected and meetings will take place to discuss progress in identifying and using skills across the curriculum.</p> <p>Peer learning visits (December 2025) will demonstrate a consistent approach to teaching skills across</p>	<p>CLPL will be provided for all staff (In-service Day 3 20/10/2025) to highlight Skills Development Scotland Meta-skills Progression Framework while raising awareness and demonstrating a shared understanding of skills within</p> <ul style="list-style-type: none"> <li>Self-management</li> <li>Social intelligence</li> <li>Innovation</li> </ul> <p>Staff will develop these skills with pupils by continuing to engage in and extend evidence-based approaches in planning and discussing learning experiences including:</p> <p>Renfrewshire Literacy and Numeracy strategies Talk for Writing Approach Stages of Arithmetical Learning Concrete-Pictorial-Abstract progression Play pedagogy Enquiry based learning Outdoor Learning IDL Digital Literacy STEM</p>

<p>children's ability to identify and apply skills as they progressed through BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills.</p> <p>Self-Evaluation identified a need to refocus on the moderation process to ensure consistent and accurate assessment judgements, ensuring standards are being met and to support professional development.</p> <p>Our Self-Evaluation and PRD (Professional Review and Development) process highlighted the need to develop skills across the curriculum including a focus on outdoor learning and STEM as an area of priority.</p>	<p>Results (May 2026) will demonstrate an increase in confidence levels in relation to awareness, understanding and confidence around skills.</p> <p>As a result of discussion with selected focus group, pupils will demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further.</p> <p>By June 26, all children P5-7 will have increased opportunities to develop skills through learning activities and be aware of the skills they are developing.</p> <p>By June 26, almost all children P5-7 will be able to relate skills to real life contexts and demonstrate understanding of those skills.</p> <p>By June 26, SLT/Peer Learning Visits will demonstrate a more consistent approach in relation to skills development of learners.</p> <p>By December 2025, almost all teaching staff will have an increased awareness and knowledge of skills.</p> <p>By June 26, almost all teaching staff will have increased confidence in teaching skills development through moderation with cluster stage colleagues.</p> <p>By December 2025, a progressive STEM programme will be in place across the school, to ensure a clear pathway highlighting skills progression.</p>	<p>different curricular areas and contexts.</p> <p>General staff feedback from SLT Learning Visits (May 2026) will demonstrate the language of skills, the development of links to real-life contexts and the world of work is well established in the learning opportunities offered at each stage.</p> <p>Staff skills survey results will demonstrate increased confidence in relation to skills development.</p> <p>Pupil focus groups will demonstrate a clear understanding of the skills they are learning and applying in different contexts and those requiring further development.</p> <p>Self-evaluation activities focused on QI 2.3 will demonstrate the expected positive impact on learning and teaching</p> <p>Attainment Tracking Meetings will show evidence of skills progression across all areas of the curriculum with a particular focus on STEM.</p> <p>All staff will engage in stage group presentations as a result of practitioner enquiry – skills based IDL (11/03/2026)</p>	<p>Establish a network of lead practitioners from the participating cluster schools (one per stage) to share and lead practice across the cluster</p> <p>Identify a school lead practitioner who will develop a series of school assemblies to share a monthly skill focus which will be developed by all class teachers in the classroom setting</p> <p><u>Dec 25 – March 26</u>: Cluster Lead Practitioners will facilitate stage moderation of skills focused IDL projects</p> <p>Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> <li>• Shared practice in relation to skills</li> <li>• Planning for Skills</li> <li>• Research for Skills (Practitioner Enquiries)</li> <li>• Create a planned project</li> <li>• Trial within in own classroom environment</li> <li>• Engage in peer visits</li> <li>• Evaluation of impact and progress</li> <li>• Share practice / feedback</li> <li>• Plan next steps WTA of 8hrs (2 of which are at February In-service Day) over the session)</li> </ul> <p>Pilot use of Skills Development Scotland Learner Profile with P4-7 (Meta-skills Toolkit)</p> <p>Children will record their learning journey reflecting on their development of skills across the curriculum</p> <p>Glow and Grow online resource pack will be presented and delivered by Literacy Champion during In-service Day 3 (20/10/25)</p>
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## Improvement Priority 3 – Support and Nurture the Emotional Health and Wellbeing of all pupils across the school and ELCC Class to help increase their readiness to learn

<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> 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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<b>RNRA</b> We achieved our Jade Level Award during session 2024/2025. Staff and pupils have indicated, through self-evaluation, that they are keen to continue on our Renfrewshire Nurturing Relationships Journey as we work towards gaining our Amethyst Award.  While relationships across the school have developed and improved through the use of various strategies, there is still a need to further develop our approach to connecting children's rights with one of our key values – respect.	<p>By June 2026, there will be evidence of an increase in staff confidence levels and understanding of core elements of RNRA and NVR</p> <p>Increased confidence levels of pupils across the school and ELCC class will be displayed throughout session 2025/2026. This will be especially evident in those identified as requiring the most support. They will be able to independently use strategies that work for them as individuals and confidently discuss these by June 2026.</p> <p>By June 2026, we will be able to demonstrate the ability of emotionally literate pupils who can confidently discuss their feelings and emotions and talk about how they are able to self-regulate when required. They will be able to share their understanding of the impact positive behaviours can have on other pupils.</p>	<p>Staff surveys and evaluations of CLPL (24/09/2025).  Outcome of pupil surveys (September 2025 and May 2026) with a focus on pupil voice and the ability of pupils to be aware of and use effective strategies to manage their emotions. Pupil commitment and participation in focus group to develop approaches to share this area of priority across the school community.</p> <p>Evaluation of use of wellbeing check-in tools, GMWP and Nurturing Me – evident through termly monitoring of forward plans by SLT.</p> <p>Monitoring and Tracking of wellbeing webs and follow up strategies (termly GIRFEC meetings).</p> <p>Percentage of parents/carers who are interested in attending Family Learning/NVR sessions and evaluations of impact on their ability to support their children's wellbeing at home.</p>	<p>Whole staff CLPL sessions delivered during curriculum development sessions led by RNRA Core Group lead and Educational Psychologist (24/09/25). NVR to be further developed during curriculum development sessions for all staff.</p> <p>Children to be involved in developing a 'child friendly' version of this aspect of our School Improvement Plan and supported to create a child friendly version of prompts to support NVR approaches employed by our school community.</p> <p>Continue to develop partnership with 'Who Cares? Scotland' to deliver recommendations within The Promise and make effective use of the learning pack provided.</p> <p>Health and Wellbeing Family Learning Sessions and NVR programme provided for identified families (week beginning 10 November 2025).</p>

<p><u>Emotion Works</u></p> <p>In January 2025, a selection of pupils from p4-7 completed a survey which asked about their views regarding how well supported they are at school. 86 pupils shared how they felt about their experiences at school and how these affected their emotional wellbeing. An extract of the results are as follows:</p> <p>76% agreed that they feel safe at school. However, 7% said they did not feel safe at school and 17% said they did not know if they felt safe or not when at school.</p> <p>59% agreed that other children treat them fairly and with respect. 9% do not feel other children treat them fairly or with respect. 32% said they did not know if other children treated them fairly or with respect.</p> <p>78% agreed that staff at school help them feel safe. 8% disagreed that staff at the school help them feel safe at school. 14% said they did not know if the school help them feel safe.</p> <p>69% agreed that staff at the school help them to be confident. 9% disagreed that the school helps them to feel confident. 22% said they did not know if staff at the school helped them feel confident.</p> <p>The above results indicate that there is a need to focus on developing approaches to enable pupils to express their views and</p>	<p>By June 2026, parents/carers involved will feel empowered to use strategies explored during NVR sessions.</p> <p>St. Peter's Primary School and ELCC class will have achieved RNRA Amethyst Level Award by June 2026.</p> <p>Our children will understand the importance of recognising and understanding their emotions and will feel confident to talk to each other, talk to their parents/carers and to staff within the school about how they are feeling. As a result, we will develop emotionally healthy pupils who respect and care for each other and, in turn, feel respected and cared for.</p> <p>There will be an increase in the number of children who understand what it means to feel safe, cared for and respected and who report that they feel confident that they are safe when at school.</p> <p>By June 2026, more than 85% will show an increase in confidence and agree that they feel safe, cared for and respected while at school.</p> <p>Identified children who will receive individual/small group nurture support will feel emotionally regulated and better able to focus and engage in learning experiences in school.</p>	<p>Baseline assessment will be carried out by our allocated nurture teacher (0.5fte) using the Boxall Profile Toolkit with identified pupils.</p> <p>Pupil, staff and parent/carer surveys will be carried out pre and post intervention.</p> <p>Observation and recording (using Leuvens scale) of pupil engagement and cooperation during nurture sessions with identified member of teaching staff leading and coordinating.</p> <p>Class teachers will complete observations regarding pupils focus, concentration and engagement in class prior to weekly, timetabled intervention and when pupils return to class.</p> <p>Monitoring of number of occasions where SLT are required to intervene in classroom situations that have led to disruption of the learning and teaching process.</p> <p>SLT observations of pupils during support and performance in class outwith support.</p> <p>Monitoring of individualised strategies, referrals for specialist support, referrals to partnership/external agencies and ESG.</p>	<p>Establish online membership with Emotion Works. (PEF) – subscription in place for August 2025</p> <p>Emotion Works lead identified (PT) to work in partnership with Inclusion Support Assistant (PEF)</p> <p>Emotion Works to be incorporated as part of RNRA Core Group Work.</p> <p>CLPL for whole staff team to take place during In-service Day 3 (20/10/25) and regular check-ins to take place during staff meetings: (19/11/25, 14/01/26 &amp; 04/03/26)</p> <p>Emotion Works resource pack to be used consistently across the school and ELCC class throughout session 2025/2026.</p> <p>Inclusion Support Assistant to make effective use of the resource pack with identified pupils (PEF) on a timetabled weekly basis.</p> <p>0.5 fte teacher support (staffing entitlement/DMR) will be provided for identified pupils who require support to manage their emotions. This will be planned alongside class teachers and coordinated by our pupil support coordinator. Strategies for support will be incorporated into child's plans.</p> <p>Update Promoting Positive Relationships Policy led by SLT in consultation with whole school community.</p>
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<p>experiences and seek support when required. A high percentage indicated they did not know if they felt safe, respected or confident.</p> <p>The majority of staff who completed a similar survey indicated that they felt this was an area of priority for St. Peter's. While we have interventions in place to support and enable pupils to express their feelings and emotions, further development work is required.</p> <p>Almost all parents/carers indicated that they agreed staff at the school did their best to help their children feel safe, respected and confident.</p> <p><u>Rights Respecting Schools and UNCRC</u></p> <p>We achieved our Silver Rights Respecting Schools Award in August 2024. This has resulted in lots of work to embed Children's Rights across the curriculum and highlight these through daily dialogue and effective practice.</p> <p>Through self-evaluation activities, it is evident that all staff and pupils would like to continue on this journey to achieve our gold award.</p>	<p>There will be less occasions where situations arise that require intervention from SLT due to relationships within each class being more positive and supportive.</p> <p>Attainment targets in all curricular areas, especially Literacy and Numeracy (as outlined above) will be achieved by June 2026.</p> <p>By May 2026, we will have developed an updated Promoting Positive Relationships Policy to reflect new and innovative ways of supporting children to become more emotionally literate.</p> <p>Children's Rights will be embedded across the curriculum and everyone in our school community will be able to refer to these with confidence by June 2026.</p> <p>Articles from UNCRC will be actively displayed and referred to across the school and ELCC class by October 2025.</p> <p>All members of our school community will be confident in identifying articles from UNCRC and use these to support the needs of all our children.</p> <p>RRS Gold Award will be achieved by June 2026.</p>	<p>Monitoring and Tracking of pupil wellbeing and discussions during GIRFEC/Attainment Meetings – evidenced through minutes of termly meetings.</p> <p>Observations of class and school environment on an ongoing basis by all staff and during termly class learning visits by SLT.</p> <p>Monitoring of RRS pupil group by SLT and impact of their work on the school community.</p> <p>Confidence of pupils to recognise articles from UNCRC and discuss these in relation to their own wellbeing.</p> <p>Monitoring of forward plans to ensure children's rights are embedded across the curriculum.</p>	<p>PT and Class Teacher with lead responsibility to establish reformed RRS pupil group and arrange regular monthly meetings.</p> <p>Tasks to be identified by the group and shared with SLT. All planned work to be shared with whole school community via monthly newsletters.</p> <p>Monthly assemblies to take place to highlight the importance of children's rights and help everyone understand how these impact on the way we treat each other in school and in the community.</p> <p>All necessary recording of progress to be carried out by lead practitioners and pupil group. This will be presented to accreditation authority by a variety of representatives from across the school and ELCC community.</p>
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<p><u>Equality and Diversity</u></p> <p>SLT and staff team have expressed the need to revisit programmes of education focused on equality and diversity. Incidents recorded in line with requirements to report suggest that our need to plan for celebrating diversity should be revised.</p> <p>Number of Incidents recorded:  session 2022/2023    3  session 2023/2024    5  session 2024/2025    4</p> <p>Verbal feedback by a few parents/carers has led to discussion around the need to revisit education around social inclusion and acceptance.</p>	<p>Pupils and families will be better informed of our approaches to celebrating cultural diversity and social inclusion.</p> <p>Our children and their families will show positive attitudes towards each other and treat all personal and cultural differences recognised in each other with respect.</p> <p>By June 2026, there will be a decrease by 50% in the number of racist and bullying incidents recorded.</p>	<p>‘Celebrating Diversity’ surveys to be completed by staff, pupils, parents/carers and partners in September 2025 and May 2026.</p> <p>Evaluation of CLPL session by all teaching staff focused on ‘Using Scotland’s New Anti-Racism Resource’ – WOSDEC (17/09/2025)</p> <p>SLT to monitor forward planning to ensure forward plans include opportunities for celebrating diversity and highlighting social inclusion.</p> <p>Participation and engagement of pupils, parents/carers, partners and all staff members in contributing to our ‘Celebrating Diversity’ position paper.</p> <p>Monitoring of pupil behaviour and attitudes towards inclusion and diversity by all staff and tracking of this by SLT using relevant paperwork and incident reports via Seemis.</p>	<p>Workshops for children and families at all stages delivered by Bart Gee – ‘Turning Disability into Positivity’ (29/10/2025)</p> <p>All staff to attend online twilight CLPL session on 17/09/2025 – ‘Using Scotland’s New Anti-Racism Resource: A Workshop for Primary Practitioners’</p> <p>All classes to use the newly developed resource and incorporate this into forward planning (DHT to coordinate). SLT will ensure this is evaluated during self-evaluation activities.</p> <p>All staff to review annual outline for celebrating diversity across the school and update our position paper which outlines the many activities and events planned across the school and ELCC class.</p>
<p><u>Faith Journey of Our School</u></p> <p>Staff have identified the need to evaluate our work in delivering our Religious Education curriculum. We identified this through the use of the ‘Developing in Faith’ document provided by the Scottish Catholic Education Service. Our school community began to explore the theme ‘Developing the Common Good’ and all staff feel that there is much more to focus on during session 2025/2026.</p>	<p>By June 2026, our school community will have an increased awareness of our dedication to the faith journey of our school. We will do this in consultation with parents/carers, pupils and partners and provide a report showcasing all of our work related to theme 5. We will link with our cluster schools to ensure Consistency across all St. Andrew’s Academy associated primary schools.</p>	<p>Termly monitoring of Religious Education forward plans by SLT and stage partners.</p> <p>Evaluation of activities which highlight our work in this area (including regularity of charity fund raising activities)</p>	<p>Religious Education Coordinator to promote the faith journey of our school through regular newsletters and links with our local parish.</p> <p>Our Local Parish Community Link Person to visit the school weekly and support the planning, preparation and implementation of Mini Vinnie group meetings, school choir, visits to local care homes, preparation of Sacraments and fund raising activities.</p>

	<p>Staff within the Paisley diocese will benefit from our sharing of ideas and the progress made within this theme.</p> <p>By June 2026, our pupils across the school will be more aware of the importance of looking after our world (linking with Laudato Si) and engaging in activities which encourage them to think of others in need within our community and across the world.</p> <p>Pupils will feel a sense of pride and accomplishment in exploring all of the experiences they engage in which help them become young citizens who contribute towards helping to make the world a better place.</p> <p>Primary 7 pupils who engage in this work will achieve the Pope Francis Faith Award for their work in this area.</p>	<p>Pupil surveys focused on understanding and recognising the needs within the world we live in and how they can contribute to making it a better place.</p> <p>Parent/Carer surveys focused on how they view the religious life of our school and the level of contribution our pupils make to helping others and looking after our community and the world we live in (05/11/2025 and 06/11/2025).</p> <p>Recording of attendance of pupils and families at related events.</p> <p>Pupil participation and engagement in Pope Francis Faith Award and other associated groups such as Mini Vinnies and School Choir.</p> <p>Staff survey and completion of self-evaluation activity focused on 'Serving the Common Good'</p>	<p>Religious Education Coordinator to distribute surveys in November 2025 and May 2026 to evaluate our work in this area.</p> <p>SLT to lead self-evaluation discussion and complete report to be submitted to Primary Education Advisor of Catholic Education Service for Paisley Diocese by March 2026.</p>
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