



St. Peter's Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, St. Peter'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
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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 pupils through Curriculum for Excellence. We wish:

- 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 Catholic and Christian ethos to guide us in 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.

Learners

Open door policy
 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
 Monthly newsletters (feedback always invited)
 School Website and Dojo
 Pupil progress report feedback slip
 Pupil profiles
 Information evenings
 Meet the Teacher events/open afternoon and morning/ELCC stay and play

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

Staff

Open door policy
 Staff meetings (staff may set agenda prior to meetings)
 Staff audits/self-evaluation activities involving full staff
 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
 Involvement at school events and information evenings

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 review discussion
- 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 (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 information distributed by Education Scotland, West Partnership and HMIE

Moderation

- Cluster working across levels within selected subject areas – network meetings with curricular champions from each cluster school
- HT and DHT Cluster Meetings
- School based moderation within curricular areas selected by staff and informed by data.

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.

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.

Saint Peter's Primary School
Quality Assurance Calendar

August	September	October	November	December
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)	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	Sample of Pupil Homework (HT, DHT & PT)	Child's Plans (HT and DHT/PSC)
Ethos & Discipline – policy review	Data Analysis – whole school target setting and planned interventions	Sampling Pupils' views (Questionnaires and Meetings)	Parents' Evening – staff team	Forward Planning – looking at programmes and assessment (staff team)
Health & Safety – Security (HT)	Forward Planning and Curriculum rationale – whole staff team	School Improvement Plan Progress (HT and staff team)	Sampling Parents' Views (Questionnaires and Meetings)	Peer Support – Sharing the Learning visits (CTs)
	Pupil's work (Literacy) – HT, DHT & PT	Pupil Attendance (HT)	Pupil Attendance (HT)	Pupil Attendance (HT)
	GIRFEC Meeting with CT, 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)
	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	Classroom '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	Pupil Attainment and Achievement – data submitted to HQ, Attainment and Achievement database transferred to Secondary
Ethos and discipline – full staff team	Pupil's work/learners profiles (Numeracy) – HT, DHT & PT	Pupil's work/learners profiles (Health & Wellbeing) – HT, DHT & PT	Child's Plans (HT and DHT)	Sampling Pupils' views (focus groups)	Transition Meetings (staff team)– class/group/individual transfer of information from stage to stage
Children's work/learners' profiles (Literacy) – HT, DHT & PT	Pupil Attendance (HT)	Review of vision, values and aims (staff team, parents, pupils and partners/community)	Sample of Pupils' Homework (HT, DHT & PT)	Transition (ELCC – P1, transfer between stages and P7-S1) -Pupil Learner Profiles & passports	360 degree self-evaluation questionnaire (SLT) – 3 year cycle
School Improvement Plan progress (HT & staff team)	Health & Safety – Check Fire Safety Procedures and Fire Risk Assessment (HT, SDO & Janitor/SFO)	Parents' Evening – staff team	Peer Support – Sharing the Learning visits (CTs)	Collect ACEL data (HT and DHT)	Self-evaluation Profile – (HT and staff team)
Pupil Attendance (HT)		Pupil Attendance (HT)	School Improvement Plan progress (HT & staff team)	Reporting to Parents	Standards and Quality Report & School Improvement Plan
Health & Safety - security (HT, SDO & Janitor/SFO)		Health & Safety – Risk Assessments (HT, DHT, SFM team and SDO)	Pupil Attendance (HT)	School Improvement Plan – review progress & set new priorities	Working Time Agreement and Collegiate Calendar
			Health & Safety – walkabout (HT, SDO & Janitor/SFM team)	Pupil Attendance	Pupil Attendance (HT)
				H & S – playground	Health & Safety – school equipment (HT, SDO & Janitor/SFO)

Improvement Priority 1 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy & numeracy

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														
Maths and Numeracy Attainment data for session 2025/2026 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 results for this session have identified the need to focus on identified pupils in primaries 2, 3, 5 & 6. Most pupils requiring support in Maths and Numeracy at these stages are categorised in SIMD 1, 2 or 3. This informs us that we need to focus on ensuring we make effective use of our Pupil Equity Fund and other supports available (teaching and support staff team) to support targeted groups of children and individuals where appropriate. Support from Renfrewshire Council has been granted through the Targeted Schools Programme for one more year which will allow us to deliver teacher support at primaries 1, 4 and 7 with the addition of one	- Improved attainment in Maths and Numeracy across all stages - Children will demonstrate increased confidence in Mathematical thinking and problem solving - Identified pupils will make measurable progress through targeted Maths Recovery Interventions Pupils will achieve in Numeracy and our targets will be met by June 2027: <table><tr><td>Primary 1</td><td>tbc by 24 September 2027</td></tr><tr><td>Primary 2</td><td>86%</td></tr><tr><td>Primary 3</td><td>82%</td></tr><tr><td>Primary 4</td><td>88-92%</td></tr><tr><td>Primary 5</td><td>79-83%</td></tr><tr><td>Primary 6</td><td>65-69%</td></tr><tr><td>Primary 7</td><td>79%</td></tr></table>	Primary 1	tbc by 24 September 2027	Primary 2	86%	Primary 3	82%	Primary 4	88-92%	Primary 5	79-83%	Primary 6	65-69%	Primary 7	79%	- Pre and post pupil, staff and parent/carer surveys (September 2026 and May 2027) - Staff evaluations following Maths Recovery Programme - Impact of learning and teaching plans produced as a result of staff CLPL sessions and evaluation of effectiveness on pupil progress - Discussion with pupil focus group (pupils involved in Targeted Schools Programme) - Discussion with pupil focus group (children supported by PEF teacher)	<u>Targeted Schools Programme:</u> We will have one full time teacher (Grace Everett) who will support all children in primaries 1, 4 and 7 who could potentially reach expected levels with regular support, tailored to suit the needs of each individual. Grace will use knowledge gained during Maths Recovery CLPL in session 2025/2026 to support identified pupils requiring support to achieve expected outcomes at early, first and second level of Curriculum for Excellence. <u>Pupil Equity Fund (PEF):</u> We will make use of our Pupil Equity Fund (PEF) to purchase GL Assessments which provide us with useful data. The Progress Test in Maths will be used at the beginning of the year to allow staff to create a baseline for the children involved. The results will also be used as a diagnostic tool which will allow the class teacher and target teacher to work together, creating programmes of intervention to ensure each individual is given the opportunity to achieve learning outcomes in Maths and Numeracy. GL assessments will be used
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full time teacher. We consulted with our school community regarding the use of our Pupil Equity Fund and most parents/carers, staff and pupils agreed that teacher support would be the most beneficial use of this fund. As a result, we will be able to create a programme which will support children in primaries 2, 3, 5 and 6 who require interventions to increase attainment in Maths and Numeracy. Our attainment results in Numeracy for 2025/2026 were as follows: <table><tr><td>Primary 1</td><td>86%</td></tr><tr><td>Primary 2</td><td>82%</td></tr><tr><td>Primary 3</td><td>88%</td></tr><tr><td>Primary 4</td><td>83%</td></tr><tr><td>Primary 5</td><td>65%</td></tr><tr><td>Primary 6</td><td>78%</td></tr><tr><td>Primary 7</td><td>83%</td></tr></table> 18% of pupils across the school did not meet expected levels in Numeracy. 79% of the pupils who did not reach expected levels in Numeracy are in SIMD decile 1-3. These are the children who will require targeted, timetabled support during session 2026/2027. 94% of pupils who did not achieve expected levels in Numeracy had attendance below 90% and in SIMD decile 1-3. As a result, we will focus on improving attendance for individual pupils highlighted in this data. Through self-evaluation activities, almost all staff indicated their preference to further engage in opportunities to develop and	Primary 1	86%	Primary 2	82%	Primary 3	88%	Primary 4	83%	Primary 5	65%	Primary 6	78%	Primary 7	83%	A few children will follow individual milestones and will be supported to meet their own individual targets in Numeracy. Value added progress will be measured to ensure they experience successful learning outcomes. Some children will follow individual pathways across our Numeracy curriculum and their progress will be measured within the current level they are working at to ensure there is value added progress. All pupils in primaries 1, 4 and 7 who are almost achieving in Numeracy at the expected level will be secure in Early, First and Second levels by June 2027 with the support of our Targeted Schools Programme teacher. Almost all pupils in primaries 2, 3, 5 and 6 will make value added progress in Numeracy with the timetabled support of our PEF teacher. Staff will demonstrate increased knowledge, confidence and understanding of effective Numeracy and Maths teaching approaches, especially when supporting children experiencing barriers to learning in Numeracy and Maths. Our professional learning programme will enhance staff capacity to deliver high quality learning opportunities for all and there will be greater consistency of practice across the school.	- Classroom leaning visits focused on Numeracy (February 2027) and records which will allow SLT and staff team to look for common themes to focus on for future developments - Attainment data of all pupils with a particular focus on identified pupils through PEF at P2, P3, P5 & P6 using Teacher Professional Judgement, GL assessment results and Assessment for Learning ongoing summative and formative assessment outcomes - Attainment data of all pupils with a particular focus on identified pupils through the Targeted Schools Programme at P1, P4 & P7 using SNSA results, GL assessment results and Assessment for Learning ongoing summative and formative assessment outcomes - Observation of pupil and parent/carer engagement in family learning sessions to keep them informed, included and engaged. - Outcome of completed evaluations by parents/carers which will inform future next steps (week beginning 19/04/2027)	alongside teacher judgement to support pupils in developing their own targets to be achieved at regular intervals. These will be included in child’s plans and discussed with parents/carers at pupil progress meetings, Team Around the Child meetings and Parents’ Evenings. Our Pupil Equity Fund (PEF) will be used to employ a teacher for 2 days per week (0.4). Our PEF teacher will carry out targeted interventions with identified pupils in primaries, 2, 3, 5 and 6. They will work in partnership with the class teacher to support children in creating and achieving targets in Numeracy. These will be recorded using the child’s plan and assessed periodically to ensure children are achieving successful learning outcomes. <u>Maths Recovery:</u> An identified Class Teacher will attend ‘Maths Recovery’ professional learning and deliver CLPL sessions to our staff team alongside our Targeted Schools Programme Teacher. (Michelle Ferguson and Grace Everett) Michelle Ferguson will attend Renfrewshire Council Maths Recovery sessions on the following dates: - Wednesday 9th September - Wednesday 21st October - Wednesday 25th November - Wednesday 17th March Professional Learning for opportunities for Michelle to cascade learning will take place during the following curriculum development sessions: - Monday 19 Oct 2027 (2 hours) IS Day 1 - Wednesday 13 Jan 2027 (1 hour)
Primary 1	86%																
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Primary 3	88%																
Primary 4	83%																
Primary 5	65%																
Primary 6	78%																
Primary 7	83%																

increase confidence in teaching aspects of Maths and Numeracy. Our St. Peter’s modelling and coaching officers have been successful in their approach during session 2025/2026. We will continue this approach in primaries 1, 6 and 7 where an increase in attainment is required most. Staff involved in the modelling and coaching programme have developed ‘How To’ videos for parents/carers in response to requests made by our parent forum while completing parental surveys. Parents/carers have indicated their <u>desire</u> to feel more confident in being able to help their children understand concepts and reinforce learning at home while completing homework tasks. This will be taken forward by our Numeracy and Modelling Coaching Officer who will be supported by Renfrewshire Council’s Numeracy Development Officer. Literacy Our attainment results in Literacy for 2025/2026 were as follows: <u>Reading</u> <table><tr><td>Primary 1</td><td>72%</td></tr><tr><td>Primary 2</td><td>75%</td></tr><tr><td>Primary 3</td><td>72%</td></tr><tr><td>Primary 4</td><td>72%</td></tr><tr><td>Primary 5</td><td>69%</td></tr><tr><td>Primary 6</td><td>91%</td></tr><tr><td>Primary 7</td><td>83%</td></tr></table>	Primary 1	72%	Primary 2	75%	Primary 3	72%	Primary 4	72%	Primary 5	69%	Primary 6	91%	Primary 7	83%	<u>Reading:</u> By June 2027, all pupils will reach their learning goals in Reading and an overall increase in attainment will be evident, especially at primaries 2, 3, 5 & 6. Identified pupils will receive additional teacher support on an individual/small group basis using 0.4 fte weekly (PEF). Pupils in P1, 4 & 7 will be supported to achieve Early, First and Second levels by	• Feedback from parents/carers following ‘How To...’ videos shared by modelling and coaching officer <u>Reading:</u> • Reading engagement survey results (26/08/2026 and 5/07/2027) • Surveys focused on staff confidence levels prior to development work and by May 2027	• Wednesday 24 Feb 2027 (2 hours) • Wednesday 10 March 2027 (2 hours) • Thursday 5 May 2027 (1 hour) IS Day 5 All teaching staff will use key aspects of the Maths Recovery programme to plan, implement and deliver programmes of work in Maths and Numeracy for children who require support to achieve expected outcomes in Maths and meet their learning targets. Due to the success of three staff members being involved in the National Schools and Families Programme during session 2025/2026, all staff are now prepared to engage in this programme across all stages. This will enhance the level of homework tasks and increase pupil and family engagement in celebrating achievements in Numeracy. There will be a family learning session planned for week beginning 19 April 2027 to keep our parents updated on what is working to support their children’s learning in Maths and Numeracy and how they can support at home. These will be fun, family learning workshops, including demonstrations by children and staff members. This will be organised and led by our Maths and Numeracy working group for session 2026/2027. <u>Reading:</u> With support from our Literacy Development Officer at Renfrewshire Council, we will update reading assessments. This work will progress in line with guidance emerging from Education Scotland, focused on the Curriculum Improvement Cycle. Our Literacy Champions will successfully lead a working group to review current reading assessment and update them in line with
Primary 1	72%																
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Primary 3	72%																
Primary 4	72%																
Primary 5	69%																
Primary 6	91%																
Primary 7	83%																

23% of pupils across the school did not meet expected levels in Reading. 83% of the pupils who did not reach expected levels in Reading are in SIMD decile 1-3. These are the children who will require targeted, timetabled support during session 2026/2027. 95% of pupils who did not achieve expected levels in Reading had attendance below 90% and in SIMD decile 1-3. As a result, we will focus on improving attendance for individual pupils highlighted in this data.	our Targeted Schools Programme Teacher. We will reach our attainment targets for June 2027 as follows: <u>Reading</u> <table><tr><td>Primary 1</td><td>tbc by 24 September 2027</td></tr><tr><td>Primary 2</td><td>72-76%</td></tr><tr><td>Primary 3</td><td>75%</td></tr><tr><td>Primary 4</td><td>72-76%</td></tr><tr><td>Primary 5</td><td>72%</td></tr><tr><td>Primary 6</td><td>69-73%</td></tr><tr><td>Primary 7</td><td>91%</td></tr></table> All pupils in primaries 1, 4 and 7 who are almost achieving in Reading at the expected level will be secure in Early, First and Second levels by June 2027 with the support of our Targeted Schools Programme teacher. Almost all pupils in primaries 2, 3, 5 and 6 will make value added progress in Reading with the timetabled support of our PEF teacher. Pupils will benefit from assessments that are more closely aligned with Curriculum for Excellence expectations and the updates available from the Curriculum Improvement Cycle. This will allow for more meaningful discussions with pupils about their progress and identification of next steps in learning. There will be an increase in staff confidence and the skills of all staff in using a range of resources and	Primary 1	tbc by 24 September 2027	Primary 2	72-76%	Primary 3	75%	Primary 4	72-76%	Primary 5	72%	Primary 6	69-73%	Primary 7	91%	• Observation of pupil participation and engagement in Literacy activities (pupil learning visits) • Confidence levels of pupils and awareness of own learning targets, what they need to do to achieve these and how they will know when they have been successful (focus groups) • Moderation outcomes – showing greater consistency in assessment decisions when agreeing Teacher Professional Judgement	Curriculum for Excellence benchmarks and current thinking. Through professional dialogue and collaboration, the group will ensure that any future developments are relevant, consistent and informed by national guidance. Working group sessions are as follows: • Wednesday 23 September 2026 (2 hours) • Wednesday 4 November 2026 (2 hours) • Wednesday 3 March 2027 (2 hours) • Wednesday 2 June 2027 (2 hours)
Primary 1	tbc by 24 September 2027																
Primary 2	72-76%																
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Primary 6	69-73%																
Primary 7	91%																

<u>Writing</u> Primary 1 72% Primary 2 75% Primary 3 72% Primary 4 69% Primary 5 65% Primary 6 70% Primary 7 72% 28% of pupils across the school did not meet expected levels in Writing. 80% of the pupils who did not reach expected levels in Writing are in SIMD decile 1-3. These are the children who will require targeted, timetabled support during session 2026/2027. 88% of pupils who did not achieve expected levels in Writing had attendance below 90% and in SIMD decile 1-3. As a result, we will focus on improving attendance for individual pupils highlighted in this data.	approaches to learning, teaching and assessment. Staff will demonstrate an increased confidence in their own professional judgement while assessing attainment in Reading. Consistency in assessment practices across the school will be strengthened at all stages. As a result, St. Peter's will have a clearer framework for assessing pupil progress in reading. <u>Writing:</u> By June 2027, all pupils will reach their learning goals in Writing and an overall increase in attainment will be evident, especially at primary 5- 7 (with a particular focus on primary 5). Identified pupils will receive additional teacher support on an individual/small group basis using 0.4 fte weekly (PEF). Pupils in P1, 4 & 7 will be supported to achieve Early, First and Second levels by our Targeted Schools Programme Teacher. We will reach our attainment targets for June 2027 as follows: <u>Reading</u> Primary 1 tbc by 24 September 2027 Primary 2 72% Primary 3 75% Primary 4 72-76% Primary 5 64-69% Primary 6 65% Primary 7 70-73%	<u>Writing:</u> • Writing engagement survey results (26/08/2026 and 5/07/2027) • Surveys focused on staff confidence levels prior to development work and by May 2027 • Observation of pupil participation and engagement in Literacy activities (pupil learning visits and samples of class work) • Confidence levels of pupils and awareness of own learning targets, what they need to do to achieve these and how they will know when they have been successful (focus groups) • Moderation outcomes – showing greater consistency in assessment decisions	<u>Writing:</u> St. Peter's Literacy Champions will work with our Primary 1 teacher to establish Writing Assessment Jotters, supporting and guiding through the end of Early Level to ensure evidence is gathered while tracking attainment across the year. All staff will continue to develop the use of Writing Assessment Jotters which are passed on at transition points. This will allow all teachers and support staff to engage in meaningful dialogue with pupils to ensure learning conversations are focused on the achievements of each individual and next steps in learning are relevant and progressive. All staff will engage in professional dialogue and collaboration focused on the achievements of each point within all relevant levels of Curriculum for Excellence (Early, First and Second). Third level may be appropriate for a few children. This will allow all staff to use consistent measures across the school to agree Teacher Professional Judgement.
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	All pupils in primaries 1, 4 and 7 who are almost achieving in Writing at the expected level will be secure in Early, First and Second levels by June 2027 with the support of our Targeted Schools Programme teacher. Almost all pupils in primaries 2, 3, 5 and 6 will make value added progress in Writing with the timetabled support of our PEF teacher.	when agreeing Teacher Professional Judgement	Moderation of Writing Assessment Jotters will take place during the following Curriculum Development Sessions: - Monday 19 October 2026 (1 hour)IS day 1 - Wednesday 13 January 2027 (1 hour) - Wednesday 21 April 2027 (2 hours) Our Literacy Champions will successfully lead a working group to review current procedures in the assessment of Writing and will update our criteria in line with Curriculum for Excellence benchmarks and current thinking. The group will take account of all national guidance to ensure any developments align with the Curriculum Improvement Cycle. Working group sessions are as follows: - Wednesday 23 September 2026 (2 hours) - Wednesday 4 November 2026 (2 hours) - Wednesday 3 March 2027 (2 hours) - Wednesday 2 June 2027 (2 hours)
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Improvement Priority 2 – Support and Nurture the Emotional Health and Wellbeing of pupils and Improve Approaches to Inclusive Practice

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
<u>'We Were Expecting You'</u> The number of pupils with additional support needs, in particular, those who display characteristics of Autism or who have been formally diagnosed as having Autism, has increased. This has resulted in a growing need to ensure that learning environments, teaching approaches and support strategies effectively meet a diverse range of needs. Through observation, professional dialogue with staff and partners, pupil voice and engagement with families (formally and informally), we have identified the importance of further developing staff knowledge focused on inclusive practice and targeted interventions to ensure neurodivergent learners (with a clear focus on Autism) are fully supported access the curriculum, achieve learning goals and enjoy positive wellbeing outcomes. By enhancing understanding of Autism and implementing evidence-informed approaches, we aim to reduce barriers to learning, promote inclusion and promote engagement, attainment and participation for all pupils.	<u>'We Were Expecting You'</u> Pupils who are neurodivergent and have Autism will have a more positive experience at school and home. We will provide a physical and social environment that meets their needs, taking into account sounds, smells, the need for movement and a quiet space that suits the needs of individuals. The skills and knowledge gained for staff participating in the programme will enable us to provide a predictable environment where pupils will have access to • an individualised visual timetable relevant to their developmental stage • other visual supports to enhance their experiences at school • an individualised safe space (that they choose to go to) All staff will have an increased awareness of their actions, mindset and attitude and how these are conveyed to pupils who have Autism.	<u>'We Were Expecting You'</u> • Staff survey results - pre and post intervention (Aug 2026 and May 2027) • Termly evaluations of learning environments across the school by key staff members and SLT – these should be clearly organised and uncluttered • Evidence of visual supports available and consistently used • Observations of key pupils during learning visits – classroom routines to be observed to ensure they are predictable and clearly structured • Class teachers to keep periodic observations of key pupils • Percentage of pupils with Autism engaged and on task at relevant points in the school day	<u>'We Were Expecting You'</u> We will engage in a pilot of this programme in partnership with our educational psychologist throughout session 2026/2027. All staff (teaching and support staff) will engage in professional learning sessions and professional reading to support children experiencing barriers to learning due to their individual needs. All staff participating in the programme should engage in professional reading to enhance their knowledge and skills. A key document to read and follow up with discussion and collaboration will be GTC Scotland 'Meeting the Needs of Autistic Learners: A Professional Guide for Teachers' Professional Learning sessions will be delivered by Gail Nowek, Educational Psychologist, as follows: • Monday 17 August 2026 (2 hours) IS day 1 • Wednesday 16 September 2026 (2 hours) • Wednesday 7 October 2026 (2 hours) • Wednesday 18 November 2026 (2 hours) RNRA Core Group will be reviewed and meetings will be planned across the year, led by Caitlin

	Our Autistic learners will feel safe to be their authentic selves and display an increased readiness to learn in the environment we provide. There will be an increase in engagement and attainment of pupils who have Autism and they will enjoy successful achievements to celebrate in their own unique way. Parents/carers will have an increased awareness of our commitment to Getting it Right for Every Child and will feel secure in the knowledge that all staff have the necessary skills to support pupils with Autism.	• Learning conversations between teachers and pupils • Completion of termly wellbeing webs by pupils followed by discussion with class teacher • Quality of discussion at pupil progress and TAC meetings (minutes of meetings to indicate increased awareness of ensuring key aspects of learning with improvements in environments, relationships and behaviour) • Evidence through GIRFEC/Attainment discussions between teachers and SLT that sensory needs are planned for and pupils' needs are met (lighting, noise, seating arrangements and effective use of space, especially calm spaces) • Planning for pupils' learning to show regular movement breaks and time for regulation	Maclean (Principal Teacher) and Gail Nowek (Educational Psychologist). Data will be used to inform practice and next steps while developing our approach to developing positive relationships within our community. The group will revisit approaches such as 'The Circle', 'RICE' and aspects of 'NVR'. The nurture principle for this session which links appropriately with 'We Were Expecting You' will be: 'Language is a vital means of communication' A family information session will be held during week beginning 8 February led by SLT (and Educational Psychologist if available) to allow parents/carers to hear about the programme of support that is being developed in St. Peter's in order to allow all children to access the curriculum fully. The focus will be inclusion and will be a celebration of diversity.
<u>'Pathological Demand Avoidance'</u> During self-evaluation conversations with our staff team. all agreed that supporting behaviour is a priority for us at St. Peter's. Everyone is committed to developing respectful relationships and we recognise this is an aspect of school life that requires a significant focus during session 2026/2027.	<u>'Pathological Demand Avoidance'</u> All staff will be able to apply and understand the importance of strategies explored through professional learning focused on attitudes, mindset and beliefs. They will recognise that positive, nurturing and understanding relationships are key to all children's wellbeing, achievement and attainment	<u>'Pathological Demand Avoidance'</u> • Evaluation of professional learning opportunity – PDA • plans by class teachers and support staff to consider one aspect of practice to adapt with one pupil in mind • Observations of identified pupil at relevant points in	<u>'Pathological Demand Avoidance'</u> Our full staff team will attend training aimed at creating an environment that supports pupils who experience this type of additional support need (PDA). Curriculum Development Session: • Wednesday 26 August 2026 (2 hours)

Two staff members attended professional learning focused on supporting pupils with Pathological Demand Avoidance during school session 2025/2026. They evaluated this as highly effective and recognised many strategies that could be used to support the increasing number of pupils with this type of additional support need in St. Peter's, often leading to dysregulated behaviour. Following discussion with our staff team, it was agreed that this was an area of development and would be in line with our mission to create a calm and inclusive environment where all pupils can engage positively in their learning.	across the school. As a result, pupils will experience more successful experiences at school and an increase in individual attainment will be evident.	the day to be recorded to show positive impact of strategy selected • Class teachers to keep periodic observations of other identified pupils • Percentage of pupils displaying Pathological Demand Avoidance who are engaged and on task at relevant points in the school day • Learning conversations between teachers and pupils showing pupils are aware of specific targets to help engage them in learning and confidently talk about their own progress (a few with some support and guidance) • Completion of termly wellbeing webs by pupils followed by discussion with class teacher • Quality of discussion at pupil progress and TAC meetings (minutes to show increased engagement in relationships, learning and behaviour) • Evidence through GIRFEC/Attainment discussions between teachers and SLT that identified pupils' needs are planned for and met • Recording of number of periods of dysregulation (showing decrease in regularity)	Following our professional learning session, our Health and Wellbeing Working Group will plan a series of activities for staff to engage in during their daily practice and provide opportunities for self-reflection and adaptation, where required, to increase positive opportunities for pupils with Pathological Demand Avoidance. Working group sessions are as follows: • Wednesday 23 September 2026 (2 hours) • Wednesday 4 November 2026 (2 hours) • Wednesday 3 March 2027 (2 hours) • Wednesday 2 June 2027 (2 hours) We will provide a family information session to share the purpose of the programme and allow parents/carers the opportunity to share their views. This will take place week beginning 8 February and will shape how we move forward in our journey to ensuring we provide an inclusive environment for all. Pupil voice will be a highlighted feature of this work and all pupils will be given the opportunity to reflect upon their own wellbeing during learning conversations with their teacher. Wellbeing webs will be completed by each child at least once per term focused on how they value their own experiences in relation to the wellbeing indicators. Those who score below 7 will have opportunities to explore this further with a view to putting an action plan in place, in partnership between class teacher and pupil (and support staff team member, where appropriate)
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<u>Racial Literacy</u> Equality and Diversity and providing an inclusive environment is a priority for Renfrewshire Council across all establishments and a priority for us at St. Peter's. SLT and staff expressed the need to revisit programmes of education focused on equality and diversity in session 2025/2026. This continues to be a priority for us during session 2026/2027 to build on the good practice which has had a positive impact with a reduction in the number of incidents recorded in line with requirements to report all racist incidents. Our results are as follows: Number of Incidents recorded: <table><tr><td>session 2022/2023</td><td>3</td></tr><tr><td>session 2023/2024</td><td>5</td></tr><tr><td>session 2024/2025</td><td>4</td></tr><tr><td>session 2025/2026</td><td>1</td></tr></table> Verbal feedback by a few parents/carers has led to discussion around the need to revisit education focused on social inclusion and acceptance. The discussion centred on the acceptance our children have developed within our inclusive environment where all cultures are welcomed. A few parents/carers have indicated the need to extend this good practice to promoting similar practice for all family members to ensure our playground and whole school environment is a welcoming place for all.	session 2022/2023	3	session 2023/2024	5	session 2024/2025	4	session 2025/2026	1	<u>Racial Literacy</u> There will be evidence of increased knowledge, confidence, practice and equity across the school community. This should result in everyone in our school community showing an increase in understanding of diversity, equality and inclusion. Through observation and conversations with adults in our school community, it will be clear that respect for different cultures, backgrounds and identities is displayed daily. All pupils and families will report a strong sense of belonging and safety within our school environment. We aim to ensure we provide an environment where there is a whole school anti-racist culture. Pupils will show improved understanding of diversity through programmes of learning delivered at all stages. We will share a school culture where pupils and families feel values, respected and represented. Our draft Racial Literacy Policy will be reviewed with involvement of everyone in our school community. Parents/carers will recognise this as an important aspect of school life they can become involved in and will join us to help inform our future practice. Our final draft will be shared and promoted across the school involving children presenting this work, leading to a high percentage of families becoming involved.	<u>Racial Literacy</u> • Staff Racial Literacy confidence survey (baseline in September with follow up in June) • Curriculum audit showing increased representation of diverse cultures and identities across learning – review programmes of learning across all stages • Review of planning documentation and learning experiences • Pupil surveys and focus groups to measure understanding of diversity, equality, inclusion and respect • Percentage of families who attend family learning session focused on promoting the celebration of cultural diversity and promotion of Racial Literacy Policy • Parent/carers evaluations and feedback relating to inclusion and equality within the school community • Whole school audit showing increased visibility of inclusive and diverse resources • Samples of pupils work demonstrating understanding of anti-racism, equality and diversity	<u>Racial Literacy</u> All staff will access WOSDEC CLPL sessions. Staff will sign up for the course most relevant to their Gobar Citizenship focus on Wosdec via 'Signposts' to promote inclusion, equality and diversity. The current options are as follows: • Global Citizenship in the Primary Classroom (26 August 4pm-5.30pm) • Developing Global Citizens Through Play at Early Level (8 September 5pm-6.30pm) • Exploring the Finances of Fairtrade Using the Anti-Racist Maths Framework – Bitesize (14 September 5.30 – 6pm) • Media Literacy (16 September 4pm-5.30pm) All staff to work collaboratively using Scotdec's 'Anti-Racist Toolkit for Teachers' – <u>A' Adam's Bairns – exploring equality and diversity in Scotland past and present.</u> General Resources to be explored by Health and Wellbeing Working Group: • Future Focus – 'A Resource Exploring the 17 Sustainable Development Goals' • Global Citizenship Methodologies Our draft Racial Literacy Policy will be reviewed and celebrated, led by a pupil focus group and supported by our working group. Working group sessions are as follows: • Wednesday 23 September 2026 (2 hours) • Wednesday 4 November 2026 (2 hours) • Wednesday 3 March 2027 (2 hours) • Wednesday 2 June 2027 (2 hours)
session 2022/2023	3										
session 2023/2024	5										
session 2024/2025	4										
session 2025/2026	1										

Improvement Priority 3 – Develop skills based approach and embed this across all areas of the curriculum (year 2)

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
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.” Additionally, Building the Curriculum 4 states that “Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy”. Recent research by the Scottish Government shows that 72% of Scottish employers consider meta-skills the most significant factor when recruiting (Employer Skills Survey 2024 – Scotland) 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 in order to ensure that pupils can recognise,	<u>Long term outcome – 2025 - 2028</u> The continuation of our skills framework will be agreed within the cluster to ensure consistency of skills development at all stages using a shared language. Pupils will be able to use this language to reflect upon the skills for learning, life and work that they have developed and be clear about how their achievements relate to these. This cluster approach will also contribute to effective transitions between Primary and Secondary school. <u>By May 2027</u> Key staff from our associated Secondary School will be linked and have access to Primary 7 digital Pupil Profiles. This will ensure a smooth and continuous skills development journey during Primary to Secondary transition. <u>By June 2027</u> All teaching staff will have an increased awareness, understanding and confidence in skills development.	All staff across cluster to undertake yearly baseline (by Sept) and post (June) survey to evaluate confidence around skills development. All pupils across cluster will undertake yearly baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills. Class learning visits will be skills focussed and evidence an increased understanding of pupil abilities to identify and reflect on skills using skills-appropriate language. Pupils' work and classroom displays will reflect an increased understanding of the importance of identifying key skills and sharing these with others. GL PASS scores will show that pupils have a high level of satisfaction in relation to how prepared they are for Learning.	<u>Term 1</u> Findings of confidence audit will inform school and cluster level professional learning opportunities. <u>Throughout session</u> A shared cluster language using the meta-skills framework will be embedded into planning frameworks to ensure learning is skills based. - GL PASS assessment completed with Primary 1 – 7 (Sep/Feb) - Quality Assurance activities - class learning visits, observation of pupil confidence to discuss the language of skills and the purpose of identifying these alongside classroom displays arranged to reflect the knowledge and understanding pupils have gained in relation to skills development - Pupils being supported by 0.4 PEF teacher will use strategies to share the skills they have developed during various learning experiences (PEF)

understand and explore skills essential for lifelong learning and work.	Pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts, including linking skills development to their wider world and wider achievements. All 12 meta-skills will be embedded progressively across learning. All classes will embed a skills-focussed approach to learning and reflect on skills during lessons across all areas of the curriculum. All Pupil Citizenship Groups will be encouraged to take a skills focussed approach to ensure the language of skills is embedded and pupils can apply and transfer their knowledge and awareness in a variety of contexts. Shared home/school family learning and communication will have a focus on skills development. This will enable families to support effective dialogue relating to skills development and link this with personal achievements outside of school. Skills language will be embedded into planning frameworks to ensure the development of skills is progressive and planned for from Primary 1 to Primary 7. Cluster level planning and moderation during skills development network meetings will be embedded to ensure a shared and continued focus for improvement		Family Learning workshop will take place in term 1 (week beginning 14 September) to share information with parents/carers and allow pupils to demonstrate their knowledge of skills based learning and how important they value this approach. Skills language will be shared between home and school to ensure families have increased capacity to support skills-based dialogue. This will include skills being explicitly noted in medias such as: • School newsletters • Digital celebrations of learning (social media/ClassDojo etc) • Homework tasks • Wider achievement celebration and tracking Pupil Profiling of skills and achievements using 'My World of Work'. Those pupils involved in the 2025/2026 pilot of this software will be given leadership responsibility to embed the profiling tool amongst younger year groups. By June 2027, all pupils in Primary 4 to 7 will record successes and achievements, including wider achievements, using this digital tool. By May 2027, P7 pupil profiles will be shared with relevant colleagues from St Andrew's Academy to support the current transition programme. Collaborative Practitioner Enquiry based approach will be used by the Skills Leads Network across level-appropriate staff groups. This will be chaired by a lead practitioner within the group and focus on: • Sharing effective practice from session 2026/2027 in relation to skills • Research of skills • Building collective expertise
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			• Support consistency in planning for skills and implementation at all levels • Maintain and evaluate timeline for embedding framework • Model within own environment • Reflection/moderation of skills • Evaluation of pupil understanding and progress • Celebrating successes and progress Dedicated time will be allocated to staff training and sharing of good practice in relation to skills development. • Wednesday 2 December 2026 (2 hours) Development work will be carried out by our skills development working group. Meetings will take place as follows: • Wednesday 23 September 2026 (2 hours) • Wednesday 4 November 2026 (2 hours) • Wednesday 3 March 2027 (2 hours) • Wednesday 2 June 2027 (2 hours) The final session for working groups provides opportunity for all staff to meet collegiately and share presentations of developments carried out across school session 2026/2027.
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Improvement Priority 4 – Nurture and Develop the Faith Journey of our Pupils by Promoting Gospel Values

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Our Catholic ethos is extremely important to our identity at St. Peter's Primary School and is central to our vision and values. As a Catholic school, promoting Gospel values is a very important aspect of our work. Through self-evaluation activities and pupil voice, we recognise that ensuring the values of love, respect, compassion, justice, forgiveness, service and peace are consistently lived by everyone in our school community. Strengthening the promotion of Gospel values will support pupils' spiritual, moral and social development, foster positive relationships and enhance our culture of inclusion and belonging. Through embedding these values across learning, teaching and daily interactions, we aim to nurture confident and responsible individuals who reflect the teachings of Christ and contribute positively to society.	Increased evidence of respectful, caring and compassionate relationships throughout the school. Pupils will be seen demonstrating Gospel values through their choices, actions and relationships with others. A stronger Catholic ethos will be evident across the school and visible to all who visit St. Peter's through interactions and displays of programmes of work carried out by pupils. We will experience enhanced engagement with stronger links to our local Parish community. There will be strengthened links with our parish community link person and this will be evident in the work carried out between school and the parish. Our families will show a deeper understanding of the teachings of Christ	Pupil survey results and conversations during pupil focus groups will show an increased understanding of their Catholic faith through sharing examples of Gospel Values in Action at school, at home and in the community. SLT learning visits and 'walkabouts' will demonstrate that Gospel Values are visible and evident throughout the school. Through discussion with pupils, it should be clear that they are able to link these to the Rights of the Child. Observation of Gospel Ambassadors at work – this should show they are respected by pupils across the school. There should be a reduction in the number of incidents where pupils do not display values such as respect, love and compassion.	Gospel values will be explicitly taught, understood and demonstrated in all aspects of school life through our RE curriculum. Pupils will be able to identify and describe what the following values look like in action through a 'Gospel Value of the Month' assembly: • Love • Respect • Compassion • Justice • Forgiveness • Service • Peace All classes will develop a class charter at the beginning of our school session which links our Gospel Values to the Rights of the Child. These will be displayed and referred to weekly. In August, seven senior pupils will be appointed as Gospel Value Ambassadors to model and promote these across the school.

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	in our school through hearing about and seeing the work displayed on class dojo, school website and school newsletters.	Percentage of families who attend class masses will show commitment to the faith journey of our school and demonstrate partnership working in relation to their child's faith journey. Audit of school planning formats should show key aspects of relevant documents used as a planning tool to ensure all classes focus on Gospel Values weekly. Engagement and Participation in self-evaluation activities using 'Developing in Faith' – theme 3. Partnership and collaboration with our parish community link person to ensure plans are in place to move forward with developments, ensuring that our faith journey is always a priority on our agenda for improvement.	We will celebrate a community where staff, pupils, families and partners contribute to our positive and inclusive faith journey. Our Parish community link person will work in close partnership with our school community to enhance our service to the Church. We will introduce a class mass for each stage throughout session 2026/2027 to which families will be invited. This will be celebrated by our local Parish Priest, Fr Thomas (School Chaplain). We will use key documents at all stages to ensure that there are daily opportunities for prayer and regular opportunities for liturgy and charitable work. These will be embedded within our Catholic curriculum. • This is our Faith • God's loving Plan • Developing in Faith (self-evaluation) We will focus on theme 3 of 'Developing in Faith' - 'Promoting Gospel Values' to reflect upon our work in this area and identify key areas for development to ensure we value and recognise the importance of our ethos of continuous improvement. The self-evaluation document produced will be shared with our Catholic community through links with Paisley Diocese Primary Advisor.
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