Todholm Primary School

School Improvement Plan
2025/26

Planning framework

As part of Children's Services, **Todholm 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

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision
Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

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

Our Vision, Values and Aims

"Believe to Achieve"

Our vision at Todholm Primary School and Nursery Class is to ensure that all children entrusted to our care are able to develop to their full potential in order to contribute fully to the society in which we live. We consider that it is important to work together with parents and community partners to ensure the highest quality of education and care for our pupils.

Following consultation with children, staff, parents and the wider community we are delighted with our school values of friendship, respect, aspiration, community and kindness.

At Todholm Primary School we aim to:

- provide for each child a broad, balanced curriculum which takes account of national and local guidance and reflects current Curriculum for Excellence recommendations, and provides appropriate opportunities for pupil choices as well as promoting independence in learning.
- enable all pupils to achieve their potential by continuing to develop strategies which improve and maintain attainment.
- provide high quality teaching which employs an appropriate variety of approaches and takes account of the previous knowledge of the child, involves parents and motivates children.
- provide an atmosphere of warmth where children can learn to care for themselves and others and develop respect for the views and beliefs of others.
- create a sense of identity and pride in our school by fostering partnerships with all who work in and use the school community. These partnerships should be actively involved to create an inclusive community which sets high expectations of all community members and creates good role models for our future citizens.
- create a happy, stimulating and safe environment with good use of well trained staff and well organised resources.
- manage the school effectively through policies, strategies and systems for planning, implementation, monitoring and evaluating.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, parents, staff and partners we used a variety of methods of getting the views of those who are involved in the life and work of Todholm Primary School.

School Consultation	
Staff - School Improvement Plan progress review throughout year with all staff - Staff questionnaires - HGIOS self-evaluation activities - Collegiate sessions – staff meetings, curriculum development & in-service days - Support staff meetings - Professional Review and Development meetings - Participation in working parties - Professional dialogues - TAC meetings/Transition meetings - Review and update of policies and practices - Individual feedback from learning conversations, attainment meetings and monitoring - Participation in termly reflective learning conversations	Parents - Questionnaires on school improvement, parental engagement and other aspects of school - Parent Council - TAC meetings - Class Dojo - Parental meetings - Focus Groups - Meet the Teacher & Child Progress Update Meetings - Information sessions on various areas and evaluations
Pupils - Pupil voice groups including Young Leaders of Learning - Learning conversations – termly - Self-evaluation using How Good is OUR school - Class discussions - Assemblies led by pupils - Voting for issues (house captains) - Health & Wellbeing survey - Annual school improvement questionnaire - Tracking of extra-curricular activities - Pupil led activities – Todholm Tearooms, STEM Family Night and STEM bags	Partners - Cluster meetings/Admissions Panel meetings - ELCC shared projects - Annual cluster moderation event - Transition events as part of cluster - Meeting with other agencies - Engagement with organisations & businesses in local community - Good practice visits - Regular meetings with Service Delivery Officer

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Annually updated Quality Assurance Calendar
- Learning walks and classroom visits carried out by pupils, SLT and peers
- Termly Learning conversations where SLT visit classes with a focus on a particular area of self-evaluation
- GIRFEC reviews and attainment and achievement meetings
- Annual Cluster moderation
- The use of teacher judgement and standardised assessments
- Termly Reflective Learning Conversations evaluate learning and teaching
- Monitoring of pupil learning activities and evidence
- Self-evaluation sessions using HGIOS 4
- Cascading sessions and staff led professional learning
- Analysis of attendance and timekeeping
- Bullying and racist incidents are recorded and monitored
- Annual parent/pupil/partner audits to gather the views of stakeholders

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

Pupil Equity Funding

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

Improvement Priority 1 – To raise attainment in literacy with a focus on reading.

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Over the past two academic years, our school has utilized the West Partnership Assessment & Moderation Self-Evaluation Toolkit to assess and enhance our assessment practices. This collaborative tool has enabled teaching staff to reflect on their application of the Learning, Teaching, and Assessment Cycle, leading to a noticeable increase in confidence across most areas between the first and second years. However, the evaluation has also highlighted specific areas requiring further development, notably the effective use of evidence and data to inform teaching and learning strategies. As a result of this we will be taking part the 'Improving Our Schools" (IOS) programme.

Over the past three years, we have focused on improving writing through the Talk for Writing programme, and attainment in this area has shown improvement. While this work will continue, self-evaluation has highlighted the need to review the teaching of reading to ensure it effectively supports writing development. | By June 2026, all teachers will have taken part in the Improving our Schools programme.

By June 2026, all teachers will report increased confidence in the selected area of improvement for teaching and learning identified through the IOS programme.

By June 2026, all teachers will demonstrate increased confidence in the teaching of reading.

By June 2026, accelerated reader will be introduced and being used by P4-7 children to enhance the teaching of reading.

By June 2026, attainment in reading across the whole school will have increased by 3%.

By June 2026, attainment in reading for the targeted groups will have increased – see below.

P3 reading attainment will increase by 5%
P4 reading attainment will increase by 4%
P5 reading attainment will increase by 4%

By June 2026 the Poverty Related Attainment gap for P1/4/7 in reading will reduce to 9% (PEF) | Evaluation of IOS programme using teacher pre and post surveys will demonstrate increased confidence and a positive impact of taking part in the programme.
Attainment data will demonstrate improved attainment for the target groups.
Pupil surveys will provide positive feedback on the teaching of reading.
Teacher survey will demonstrate increased confidence in teaching reading.
Summative assessments – GL & NSAs will be utilised and analysed to support teacher judgement in reading.
Minutes of moderation activities will ensure clear opportunities for professional dialogue ensuring teachers are assessing appropriately against the benchmarks.
Records of learning visits will be analysed to identify areas for improvement.
Minutes of literacy working party and curricular leads will demonstrate a clear action plan on the implementation of Accelerated Reader. | HT and DHT to attend CLPL sessions with West Partnership on IOS.
Professional learning will be delivered to staff through planned collegiate sessions as part of IOS programme.
The Literacy Working Party will continue to lead professional learning and address concerns on teaching of reading raised through planned collegiate sessions.
1 FTE teacher and 1 ELCO will deliver targeted intervention in reading. **PEF**
Through the Working Time Agreement, time will be set aside for IOS programme.
Moderation activities will focus on teaching and assessment of reading.
Implement Accelerated Reader for P4-7.
Audit of phonics and reading scheme in P1-3 to ensure it is effective and up to date.
Online platforms such a Reading Eggs, IDL and Sumdog will be utilised to support individual children and overcome barriers to reading. **PEF**
Introduce teachers to Renfrewshire Way and utilise this resource to support learning and teaching. |

Improvement Priority 2 – To improve our children's health & wellbeing and attainment through an inclusive approach.

NIF Priorities Highlight as appropriate

<mark>Placing the human rights and needs of every child and young person at the centre of education</mark>
<mark>Improvement in children and young people's health and wellbeing</mark>
<mark>Closing the attainment gap between the most and least disadvantaged children and young people</mark>
Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in achievement, particularly in literacy and numeracy

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

<mark>Develop knowledge, skills, values and attributes to support children and young people to thrive</mark>
<mark>Excellent partnerships in line with GIRFEC</mark>
<mark>Inclusive and relevant curriculum and assessment</mark>
High levels of achievement across the curriculum with action to close the poverty-related attainment gap
<mark>Highly skilled practitioners and leaders driving excellent learning, teaching and assessment</mark>
<mark>Improving relationships behaviour and attendance with increased engagement in learning</mark>
Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Feedback from Young Leaders of Learning, use of the Circle framework and self-evaluation activities have highlighted a need to review the use of outdoor spaces within the school to ensure that they are inclusive, creative and welcoming spaces. The school will engage in the Play Scotland, Outdoor Play and Learning (OPAL) improvement programme.

Attendance at Todholm Primary has risen to 94%, though it remains slightly below the pre-pandemic level of 95%. Time keeping has been identified as an area for improvement across the school.

The health and wellbeing surveys currently used by the school need to be reviewed to ensure they are robust, capture accurate and meaningful data that can inform the support provided to children. The introduction of the Glasgow Motivation and Wellbeing Tool (GMWP) will help strengthen this process. | By June 2026, there will a reduction on dysregulated behaviours at break and lunch.

By June 2026, pupil voice will report that outdoor learning and break times have been improved through development of the outdoor space.

By June 2026, teachers will report increased time on task impacting positively on attainment.

By June 2026, children wellbeing surveys will indicate almost all children feel happy at school.

By June 2026, all support staff will report increased confidence in supporting children's play experiences.

By June 2026, attendance across the school will have risen by 1% to match pre-pandemic levels.

By December 2025, a new school attendance policy will be created and shared with the school community. | Pre and post surveys of children on outdoor spaces will demonstrate a positive impact.
Audit of playground spaces.
A record of incidents of negative behaviour will demonstrate a reduction.
Wellbeing surveys will record an increase in children reporting feeling happy at school.
Professional dialogue at attainment meetings will record a positive impact on learner engagement.
Staff surveys will demonstrate increased confidence in supporting play.
Monthly attendance figures will be reviewed to ensure attendance remains high.
Minutes of OPAL working party will give opportunities for professional dialogue to ensure the action plan is on time and fully implemented. | Implementation of OPAL programme.
DHT will be Play Curricular Lead, and two Play Coordinators will be identified from support staff.
OPAL working party will be established which will include staff, parents and children.
CLPL for all staff will be delivered in August in-service and in-depth training delivered to support staff.
Support staff to lead development of play in the playground. **PEF**
OPAL working party to create action plan for development of project.
The Circle observations will be utilised to ensure that the environment in the outdoor spaces is inclusive.

Educational Psychologist to give Emotional Based School Avoidance (EBSA) support to staff, parents and children.
Creation of attendance policy to ensure a uniformed approach to supporting families.
Campaign to support attendance and timekeeping.

DHT to complete GMWP training and introduce to school.
Use of wellbeing data to support children. |

Improvement Priority 3 – To promote equality, diversity and anti-racism.

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Cluster Priority As the school's demographic has become increasingly diverse in recent years, there is a growing need to promote equality and inclusion through the implementation of a comprehensive anti-racism education.	By September 2025, all classes will have completed a book study with an anti-racism theme. By January 2026, a whole school anti-racism policy will be created and implemented. By June 2026, all practitioners will report increased confidence in promoting anti-racism education. By January 2026, all practitioners will know our school profile and the different cultures and religions that should be recognised supporting reduction in racist incidents. By June 2026, all pupils report feeling included and respected regardless of race or religion.	Staff audit using EP Cultural competence tool as measure of confidence. Record of racial incidents to be monitored GMWP audit each term will capture that all children feel safe and included. Pupil and parental surveys to capture pupil voice around anti-racism. Minutes of steering group with capture the evolution of the discussions.	Explore Education Scotland's Anti-Racist Curriculum Principles with a view to introducing it in session 2026/27. www.antiracisted.scot Utilise Show Racism the Red Card resources. A pupil steering group will be established representing all ethnic minorities within the school. Class library and reading book audit in all classes will ensure there is a clear reflection of all our children. Picture books that support anti-racism education will be purchased and used for book study by every class. P5-7 pupils will change the theme of one social subjects topic to see this through the lens of another culture. Cluster moderation in February will allow for review and professional dialogue. All cultures will feel included through the creation of a cultural calendar that reflects our demographic and informs assemblies. Create a policy linked to positive relationships policy and auto pilot statements that allow practitioners to feel confident in supporting inclusion across our school. Anti-racism lead to form cluster steering group to support sharing of good practice and development of a policy. P7 antiracism reading project using a novel/poem in consultation with PGS English department and create a simple reading project for all P7 pupils. WOSDEC speaker to lead cluster in-service day.

Improvement Priority 4 –

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?	*What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)*	*How will we know the change is an improvement? What information/data will we gather to measure progress and impact?*	*What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?* *If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan*