



Todholm Primary School and Early Learning & Childcare Class

STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Aileen Cochrane
Head Teacher

OUR SCHOOL

Todholm Primary School is a non-denominational co-educational school which offers education to all children from the age of 4.5 years to 12.5 years through stages primary one to primary seven. We have an Early Learning and Childcare Class (ELCC) which provides places for a maximum of 56 children, aged 3 – 5 years, at any one time. Todholm Primary School and Early Learning and Childcare Class has a combined role of 450. The school and ELCC are in the community of Paisley. The school and ELCC enjoy an excellent reputation in the community, have an active and supportive Parent Council and are well regarded amongst parents. The ELCC was last inspected by the Care Inspectorate on 4th February 2020 and the school was last inspected by HMIE in March 2019.

The staff team at Todholm work hard to give children the best learning experiences. The leadership team comprises of a Head Teacher, two Depute Head Teachers and two Principal Teachers. There are twenty class teachers, one senior early learning and childcare, one early years graduate, ten early learning and childcare officers, two support workers, seven additional support need assistants and one classroom assistant. We are also supported by one peripatetic music instructor. The school building was built in 2006 and is owned and maintained by Amey.

Todholm has a warm, supportive, nurturing and welcoming atmosphere and prides itself on being at the heart of the community. We have a very successful parental engagement programme as well as strong links with many organisations and businesses within the community. The school has strong links with Paisley Grammar and within many early years centres which ensures a smooth transition for all. As a school and ELCC we pride ourselves on ensuring that all children can reach their full potential. We encourage all our children to "Believe to Achieve!"

OUR VISION, VALUES AND AIMS

Our vision at Todholm Primary School is that our children, staff and families will 'Believe to Achieve!'

Following consultation with children, staff, parents and the wider community in 2018, our school values are friendship, respect, aspiration, community and kindness.

School Aims

At Todholm Primary School and Early Learning & Childcare Class we aim to:

- provide for each child a broad, balanced curriculum which takes account of national and local guidance, 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.

Early Learning & Childcare Class Vision & Values

Our vision at Todholm Early Learning and Childcare class is to promote a love of learning through play within a safe, stimulating, enabling and nurturing environment where the indoors and outdoors become one. We believe in fostering positive, caring relationships with children, families, staff and members of the community. Nurture and play the Todholm Way!

Following consultation with children, staff, parents and the wider community in May 2022, our ELCC values are Fun, Friendship, Kindness and Nurture.

Early Learning & Childcare Class Aims

- Create a welcoming, safe ethos where children are nurtured.
- Listen to our children and ensure we get it right for every child.
- Promote learning and ensure our children are leaders of their own learning.

SUCSESSES AND ACHIEVEMENTS

- Attainment in literacy and numeracy has improved: listening and talking has improved by 7%, reading and writing have improved by 5% and numeracy by 3%.
- All teachers actively engaged in a successful practitioner enquiry that significantly enhanced their professional learning and development, culminating in a collaborative presentation of their findings in May 2025.
- We had a great success in sport this year with children competing in chess, dodgeball, basketball and netball tournaments as well as the Renfrewshire Cross Country and Road Race. They experienced success and were fantastic ambassadors for the school.
- £4000 of funding was used to develop an outdoor area for Primary 1 and 2 to use.
- We came to the end of our successful Bee Project. The bees arrived in Todholm in 2019 and have been carefully looked after by Mrs Webb. Kilbarchan Bee Keepers supported in rehoming the bees and we received a £2000 donation for the school. The bees produced a bumper crop of honey this year which has been sold and raised £1500 for the school.
- We have our first STEM and Stories Week linking Science Week with World Book Day. STEM themed books were used by classes as a basis for learning that week. Three authors visited the school and ELCC as part of this. We had our STEM Family Fun Night which was led by our Young STEM leaders and was very well attended. 56 Primary 6 pupils went to Paisley Town Hall for an author visit.
- The literacy working party created an Amazon Wishlist for books to support with the Talk for Writing Programme and we have been overwhelmed by the generosity of our school community.
- We have welcomed international teaching students from France, China and Czech Republic who have shared their cultures with us.
- Disney's Frozen was our biannual show that was performed by children from P3-6. The children demonstrated their amazing talents and gave an outstanding performance to their parents and carers.
- The ELCC had a successful shared project with other local early years establishments and the Skoobmobile focusing on RNRA Nurture Principles. The children undertook a range of activities over the eight weeks and celebrate their success with a joint celebration.
- The ELCC introduced a range of stay and play sessions for parents which were very popular and gave parents information on how to support their children's skills development.
- Following consultation, we offered a range of parental engagement sessions including Mini First Aid, Heart start and Multiply maths.

- Two staff members are now training in Seasons for Growth, which support children to cope with change. They ran their first group which was very successful.
- The Parent Council have run a variety of events raising over £4000 for the school as well as providing opportunities for social events.
- Both the school and ELCC took part in the RNRA in May Showcase, sharing the work we have undertaken creating an inclusive and nurturing environment.
- Charity donations - £542 for Save the Children for Christmas Jumper Day. £140 for Lisa's Gift from collection at the Christmas Todholm Tearoom's.
- The ELCC children met up with Jennyswell nursery to do a block of Forest Kindergarten together in Jennyswell Nature Reserve.
- A group of 8 P7 children were selected as finalists in the Inspired Art competition. Their work was displaying the Art Store in the Paisley Centre.
- The ELCC has a full sign up to the Dolly Parton Imagination Library. This is an amazing resource that provides young children with free books every month.
- The Junior Road Safety Officers worked alongside staff to create the school travel plan which has been shared with the school community to promote safe and healthy travel to school.
- 10 families successfully participated in Musical Family Learning culminating in the creation and recording of a school song.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Priority 1 – Raising attainment in literacy

School

'Both of our children have grown in confidence this year through the investment Todholm have made to their whole school approach to Literacy. Talk for Writing has developed their interest and skills in story writing.'

Parental Feedback May 2025

- There has been a significant improvement in writing attainment among targeted groups, with P6 exceeding expectations by achieving a 12% increase—double the 6% target—demonstrating strong impact. Although P7's 6% increase falls slightly short of the 9% target, it still reflects meaningful progress. The overall upward trend in writing attainment across almost all stages indicates positive momentum.
- The Talk for Writing programme has had a notably positive effect on teacher confidence in teaching writing, as evidenced by all teachers in the confidence survey.
- Teacher confidence in assessing writing has improved markedly, with almost all teachers indicating greater assurance in their assessment capabilities.
- The Talk for Writing working party continues to provide strong leadership in driving forward high-quality professional learning. Through well-structured collegiate sessions, the team is actively addressing identified areas for development. Participation in authority-led training ensures that Talk

for Writing leads remain at the forefront of current practice, enabling them to disseminate up-to-date guidance and support across the teaching staff.

- Primary 7 teachers undertook a highly successful writing project in collaboration with cluster primary schools and Paisley Grammar. The outstanding outcomes of this initiative have led to the planning of further projects, highlighting its significant impact on writing pedagogy across the cluster giving the opportunity to work collaboratively and learning from each other.
- Todholm teachers engaged in highly meaningful writing moderation activities with St. David's Primary School, fostering rich professional dialogue and deepening shared understanding of effective writing instruction. This collaboration proved invaluable in enhancing consistency and raising standards in the teaching of writing.
- Targeted professional learning on the identification of dyslexia has been effectively delivered to teaching staff, significantly enhancing their confidence and capacity to support learners with specific literacy needs.

ELCC

- Clear and consistent expectations have been established for all practitioners regarding the delivery of Talk for Writing across all Zones within the ELCC, ensuring a coherent and high-quality approach to early literacy development.
- An additional staff member has successfully completed the full Talk for Writing training, further strengthening the setting's capacity to deliver the programme with depth and fidelity.
- Planned collegiate sessions have been strategically used to provide high-quality CLPL opportunities and facilitate robust moderation, supporting consistent and reflective practice across the team.
- All children have been supported to develop essential literacy skills through rich and engaging Talk for Writing experiences delivered across diverse and stimulating indoor and outdoor contexts.
- A broad range of Talk for Writing strategies has been used responsively to support individual learners in developing early literacy, pre-writing, and fine motor skills, ensuring a tailored and inclusive approach.
- Progression tool data demonstrates an increase in Writing attainment this session.
- Attainment in writing for the targeted group of children has increased.
- Attainment data demonstrates significant reduction in the poverty related attainment gap in boys.
- All practitioners have reported increased confidence in creating a language rich environment.

Priority 2 – Promote positive health and wellbeing

'Our children love coming to school each day. They are always welcomed warmly from the lollipop lady, to the janitor at the gate and any staff they meet throughout the day. We truly feel all staff know and care for our children. Todholm's safe and caring environment is clear through the nurturing language used towards and around the pupils.' Parental Feedback May 2025

- Targeted professional learning in Non-Violence Resistance, Cognitive Behaviour Therapy, and The Circle has strengthened staff capacity to support children's wellbeing, with all teachers now better equipped to respond to a range of social and emotional needs. This has led to a reduction in violent and aggressive incidents and exclusions.
- Parental feedback indicates a positive shift in children's sense of safety and belonging, with a small but meaningful increase in the number of children feeling safe and welcomed—demonstrating early impact from recent wellbeing initiatives.
- The review of shared spaces such as the dining hall and playground reflects a proactive approach to enhancing the school environment, laying a clear foundation for improvements to be implemented in the next session's school improvement plan.
- Todholm's application for the next stage of the Renfrewshire Nurturing Relationships Approach accreditation underscores the school's continued commitment to nurturing practice, reflecting sustained engagement with this authority-wide priority.
- All teaching staff are now actively engaged with the Renfrewshire Council GIRFEC policy and Team Around the Child processes, resulting in increased staff confidence and a deeper understanding of multi-agency working to support children and families.

- Ongoing work on children's rights demonstrates the school's dedication to embedding rights-based education, with plans to pursue the Rights Respecting School Silver Award indicating continued progression in this area.
- Who Cares Scotland lessons have been successfully delivered across all classes, providing meaningful and inclusive learning experiences. The programme plays a vital role in educating pupils about the diversity of family structures, with a particular focus on raising awareness and understanding of care-experienced children.

ELCC

- One practitioner has completed NVR Level 1 training and is taking a lead role in disseminating key principles and strategies to colleagues, enhancing the setting's relational and restorative approaches.
- All practitioners have completed NVR Part 2 training during the October in-service, building on the strong foundation laid in 2023/24 and deepening staff understanding of non-violent, supportive behaviour management.
- One staff member has undertaken TheraPlay training, expanding the team's toolkit for supporting emotional regulation, secure attachment, and positive relationships.
- A range of additional high-quality CLPL opportunities have been provided, including training on Makaton, the Up, Up and Away resource, Attention Bucket training, shared language strategies, and the use of widget symbols, to further enhance inclusive communication and learning. Staff have been observed applying these in their daily practice.
- Practitioners continue to play an active and influential role within the RNRA Working Party, contributing to wider improvement work and sharing effective practice.
- A variety of supports, including targeted sensory resources, have been effectively deployed to promote emotional resilience and self-regulation, enabling all children to access learning and achieve appropriate developmental milestones.
- Staff are confidently and consistently using the Up, Up and Away resource to strengthen universal support and ensure a nurturing, developmentally appropriate learning environment.
- All staff have received training on the Renfrewshire Intervention process and GIRFEC policy, they have subsequently been involved in TAC meetings, LISN resulting in them feeling more confident in approaching inclusion.

Priority 3– To improve attainment through high quality assessment

School

- All teachers are effectively using the learning and teaching cycle to plan and deliver high-quality learning, teaching, and assessment, resulting in more responsive and targeted approaches that better meet learners' needs.
- The updated assessment calendar reflects a more streamlined and coherent approach to assessment across the school, ensuring greater alignment with current practices and improving consistency in tracking progress.
- The introduction of a new assessment policy has clarified expectations for staff, leading to more consistent and purposeful assessment practices that support improved learner outcomes.
- The Young Leaders of Learning (YLL) project has empowered children to actively participate in school self-evaluation, fostering greater pupil voice and contributing to a culture of shared responsibility for improvement.
- The reciprocal visits between Todholm's P5 YLL team and St. Paul's created valuable opportunities for pupil-led evaluation and collaboration, with a specific focus on Wellbeing and Relationships that supported meaningful peer-to-peer learning.
- Pupil feedback from the YLL visit highlighted strengths in Todholm's nurturing ethos, particularly the Right to Play sessions and the positive relationships evident across the school, affirming the school's commitment to wellbeing and inclusive practice.
- An identified area for improvement from the YLL feedback was the playground environment, prompting the school to consider how play experiences can be enhanced—demonstrating how pupil voice is directly shaping next steps for improvement.

Priority 3 – To improve digital opportunities in the ELCC

- Practitioners have carried out good practice visits to other establishments which has developed confidence and allowed for cascading opportunities.
- Practitioners have undertaken CLPL on the use effective use of iPads.
- Development work has begun around the immersion of QR codes in the Learning Environment.
- Staff are demonstrating increased confidence in using the Interactive boards to compliment learning within the ELCC.
- Progress within this priority has been limited which is why it has remained on as a priority for 25-26.



PUPIL EQUITY FUNDING

Quality Assurance information is collected from everyone in our school community to help us decide how to use Pupil Equity Funding (PEF). We ask parents, partners, and children for their views in different ways. We share the results with everyone and use them to plan support, buy resources, and decide on staff training. We also look at other evidence, like tracking data, to help set our priorities. This way, everyone's voice is heard, and we work together to improve our school and make the best use of our funding.

Our strategy to close the poverty related attainment gap in Literacy with a particular focus on Writing:

- Improve the quality of learning and teaching in writing.
- Provide targeted interventions in writing.
- Provide support with developing pre-writing skills, phonics and fine motor skills in P1.
- Purchase resources to support learning and teaching of literacy.
- Provide nurture support to children across the school to ensure they are ready to learn.

Following consultation with the school community we used our PEF to employ 1FTE teacher, 1FTE Early Learning & Childcare Officer (ELCO) and increase our support staff provision by 2 hours. This allowed us to provide targeted intervention in writing to P3, P6 and P7 by the teacher. The ELCO provided individualised and group support to children in P1 and P2 with pre-literacy skills. She was trained to deliver Book Bug sessions and supported children to learn their phonics through a holistic approach. Our main objective was to support improved attainment in writing by offering bespoke intervention to meet the needs of the children.

All teachers received coaching and modelling in Talk for Writing from a Talk for Writing trainer funded by PEF. Feedback demonstrates increased teacher confidence in planning, delivering and assessing using the Talk for Writing programme because of this intervention.

PEF has supported with the purchase of IDL. IDL is widely used across the school to support children who have a literacy type difficulty with spelling or reading. 36% of our school children currently use the programme and almost all have shown an improvement in reading age and/or spelling age.

Sumdog and Reading Eggs provide online platforms that can be utilised at home as well as school. Sumdog and Reading Eggs are utilised across the school to motivate and engage learners as well as providing useful assessment data for teachers. Both have proven to be effective and useful resources to reinforce and consolidate learning.

As a result of the interventions:

P1 – 18% identified – 30% of this group are now on track for writing

P2 – 22% identified – 8% of this group are now on track for writing.

P3 – 15% identified – 43% of this group have made one year's growth.

P4 – 17% identified – 18% of this group are now on track for writing.

P5 – 10% identified – 43% of this group are now on track for writing.

P6 – 12% identified – 43% of this group are now on track for writing.

P7 – 12% identified – 12% of this group are now on track for writing.

Pupil Equity Funding has been effectively utilised to provide toasters, bread, and spreads in classrooms, supporting both wellbeing and pedagogy. In Primary 1, this initiative—rooted in play pedagogy and building on healthy snack routines from ELCC—has been embedded for two years. Recently, Primary 6 and 7 have adopted the practice following strong staff and pupil advocacy. It reinforces children's rights to healthy food and aligns with the school's commitment to rights education. By offering toast in class, the approach removes barriers such as leaving class to access food and ensures all pupils have equitable access to a healthy, quick snack. Feedback from staff and pupils is overwhelmingly positive: it reduces stigma around hunger, improves concentration, fosters independence, and builds essential life skills. This low-cost intervention also complements the school's nurture-based strategies and has contributed to reduced behavioural challenges.

The additional hours for Additional Support Need Assistants have allowed us to support children who can be distressed and dysregulated. This can be through a range of nurture approaches. This has resulted in a reduction in exclusions, a reduction in violent and aggressive incidents and children having greater time in class accessing learning.

The impact Poverty Related Attainment Gap at the targeted stages for writing:

P3 – The PRAG has reduced by 12%.

P6 – The PRAG has reduced by 10%

P7 – The PRAG has remained the same over the last two years however in the last 4 years this has reduced by 8%.



KEY STRENGTHS OF THE SCHOOL

'The school are very inclusive and approachable with regards to my child's individual needs. Staff and management are very warm and welcoming and offer support in all circumstances.'

Parental Feedback May 2025

- There is a shared vision for an effective school and community with values and expectations that are embedded into the culture of the school. All staff and children contribute to the school and ELCC's warm, welcoming ethos. Children's rights are well embedded in all we do and are clearly understood by the children.
- Relationships across the whole community are very supportive and positive, founded on a climate of mutual respect. Within the school and ELCC staff relationships are positive ensuring all are supported and confident to lead learning. There is a strong culture of distributed leadership with almost all staff leading on improvement priorities and additional activities creating a rich learning environment. All staff are committed to securing the best outcomes for all children and families and give generously of their time.
- All classrooms/playrooms provide a calm and purposeful climate for learning where expectations and aspirations are high. Digital technology is used effectively across the school to support and enhance learning. Primary 6 have undertaken work on developing meta-skills and using independent project-based learning which is having a positive impact on engagement, motivation and learning. STEM education is well-embedded in the school curriculum and opportunities to expand and build on this are fully utilised.
- Almost all children feel safe and know they are cared for and valued. Almost all children reported feeling listened to and that they are involved in decision making within their class and the wider school.
- Within literacy Talk for Writing has been fully implemented across the ELCC and school and has increased engagement and attainment in writing.



OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

School

Priority 1 – To improve attainment in literacy with a focus on reading

- To boost attainment in reading for universally and for identified target groups .
- Teachers will undertake the West Partnership Improving our Schools programme which will support with develop consistent high-quality learning and teaching.
- Review the teaching of reading across the school and introduce the Accelerated Reader programme to P4-7.
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Priority 2 – To improve our children’s health & wellbeing and attainment through an inclusive approach

- To work with Play Scotland to improve the outdoor spaces around the school and provide a more inclusive and stimulating environment.
- To continue to improve attendance with an increased focus on improving timekeeping.
- To introduce the Glasgow Motivation and Wellbeing Tool to capture accurate and meaningful data on children’s health and wellbeing.

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

- To raise the profile of anti-racist education.
- To improve practitioner confidence in delivering anti-racist education.
- To ensure that all feel safe and welcome in the school regardless of race or religion.

ELCC

Priority 1 – To raise attainment in numeracy

- To boost attainment in numeracy.
- To ensure that children are getting access to high quality play opportunities in numeracy.
- To improve practitioner confidence in creating meaningful numeracy experiences.

Priority 2 – To improve digital opportunities in the ELCC

- To offer more engaging and consistent digital learning opportunities.
- To increase practitioners’ confidence in the delivery of digital literacy.
- To increase pupil engagement and skills in utilising digital tools.
- To introduce online profiling to ensure learning journeys are captured and shared with home.

Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

