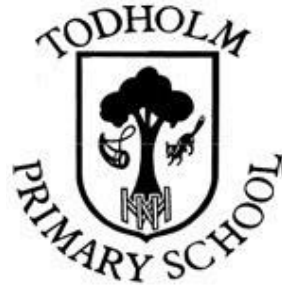


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Todholm Primary School

School Improvement Plan

2026/27

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

← 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

“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.**NIF Priorities**

Highlight as appropriate

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)

Highlight as appropriate

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

**United Nations Convention on the Rights of the Child**

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Self-evaluation and attainment data demonstrate that further work is needed to improve attainment in literacy, particularly reading and writing. While the school works to strength writing attainment through the Talk for Writing programme there is need to continue last year's focus on reading to ensure that the interventions put in place are embedded and further built on. Todholm Primary was selected to be part of the EmpathyLab Schools Accreditation Programme. Through this process we aim to increase empathy through reading as research shows this has a positive impact on children's wellbeing and reading for pleasure. Last session the school took part in the Improving Our School programme which had	By May 2027, teacher confidence in teaching reading has increased and is having a positive impact on attainment. By May 2027 attainment in reading will have increased by 4% for each stage. By May 2027, all teachers will report increased confidence in the selected area of improvement for teaching and learning identified through the IOS programme. By May 2027, teachers will report increased confidence in the use of data to inform next steps and interventions. By May 2027, almost all children will have taken part in EmpathyLab. By May 2027, almost all children will show increased engagement with reading for pleasure.	- STAR assessments and NSAs to be used to measure reading attainment and support teacher judgement. - 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. - Records of learning visits will capture strengths in teaching reading and identify areas for improvement. - Minutes of literacy working party will demonstrate actions. - Evaluation of Empathy Lab will demonstrate a positive impact.	- CLPL on Dive into Reading programme delivered by Julie Patterson – ensuring a deeper focus on strategies. - Literacy Framework to be implemented to ensure high standards and consistency across the school. - The Literacy Working Party will continue to lead professional learning and address concerns on teaching of reading raised through planned collegiate sessions. - The Pupil Literacy Working Group to gather pupil voice to improve the teaching of reading. 0.6 FTE teacher and 1 ELCO will deliver targeted intervention in reading. PEF - Moderation activities and learning visits will focus on teaching of reading. - Introduction of incentives to encourage children to read a range of books. - Purchase additional novels and books to further expand books on offer and ensure linked to EmpathyLab. Include non-fiction. - Accelerated reader to be implemented in P4-7. Expand into P3 as appropriate.

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a positive impact on the effective use of data and led to improvements in quality assurance across the school. The IOS programme will be continue to be utilised this session to further strength work in this area.		• Evaluation of IOS programme using teacher pre and post surveys will demonstrate increased confidence and a positive impact of taking part in the programme.	• CLPL for teaching staff on the effective use of accelerated reader. • Online programmes, IDL and Sumdog will be utilised to support universally and literacy type difficulties. PEF • Every class completes a book study in term 1 using a book from Empathy Lab selection. • 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. • Through the Working Time Agreement, time will be set aside for IOS programme and reading professional learning.
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Improvement Priority 2 – To improve our children’s health & wellbeing and attainment through an inclusive approach.			
NIF Priorities Highlight as appropriate 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) Highlight as appropriate 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	
 United Nations Convention on the Rights of the Child			
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 began to engage in the Play Scotland, Outdoor Play and Learning (OPAL) improvement programme last session and this work will continue for this academic session. Attendance at Todholm Primary is still lower than pre-pandemic levels. There is a need for a renewed focus and review of the attendance policy to ensure that stakeholders are clear on the importance of attendance and the steps that will be used to improve it. There has been an increase in the number of children facing barriers to school attendance, and support is required to enable them to access education and participate fully in school life. In line with Renfrewshire's commitment to inclusion, equity and improving outcomes for all learners, the school will participate in the NAIT We Were Expecting You whole-school professional learning pilot, co-delivered by the Educational Psychology Service (EPS) and Speech & Language Therapy (SLT). This work aims to further develop a consistent, inclusive and neurodiversity affirming approach across the school community. Through engagement in this pilot, staff will be supported to deepen their understanding of autism, communication differences, regulation and relational approaches, with a focus on strengthening universal provision and reducing barriers to participation, engagement and achievement. The pilot recognises that creating inclusive environments is a shared whole-school responsibility and that effective support for neurodivergent learners benefits all children and young people.	By May 2027, the playground environment will be divided into zones that fully support play for all. By May 2027, pupil voice will report that outdoor learning and break times have been improved through development of the outdoor space. By May 2027, children wellbeing surveys will indicate that • All care experienced children report feeling safe and happy at school • All children with ASN will report feeling safe and happy at school. By May 2027, all support staff will report increased confidence in supporting and developing children's play experiences. By May 2027, attendance across the school will have risen to 95%. By May 2027, all staff will report a deeper understanding of autism, communication differences, regulation and relational approaches.	• Pre and post surveys of children on outdoor spaces will demonstrate a positive impact. • Audit of school, classroom, and playground spaces will demonstrate a positive impact on play and inclusion. • Wellbeing surveys will record an increase in children reporting feeling happy at school. • 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. • Pre and post surveys of staff from We Were Expecting You will demonstrate positive impact on staff confidence.	• 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 October 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. • Peer mediation led by P6 pupils will be fully implemented to support positive pupil interactions. • Educational Psychologist to give Emotional Based School Avoidance (EBSA) support to staff, parents and children. • Implementation of attendance policy to ensure a uniformed approach to supporting families. • Campaign to support attendance and timekeeping. • Implement the NAIT We Were Expecting You pilot. This will include CLPL for staff.
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This work aligns with Renfrewshire's Education Improvement priorities relating to inclusion, wellbeing, staged intervention and improving outcomes for children and young people with additional support needs. It also supports national priorities linked to GIRFEC, UNCRC, HGIOS4 and the development of communication-friendly, nurturing and relational learning environments. Participation in the pilot will support the school to engage in collaborative self-evaluation, build staff confidence and embed sustainable inclusive practices across classroom, playground and wider school contexts tailored to the unique requirements of the school context.			
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Improvement Priority 3 – To promote equality, diversity and anti-racism.	
NIF Priorities Highlight as appropriate 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) Highlight as appropriate 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
 United Nations Convention on the Rights of the Child	

Rationale for change	Outcome and Expected Impact	Measures	Interventions
As the school community has become increasingly diverse in recent years, there is a growing need to strengthen equality, inclusion and belonging through the development of a comprehensive anti-racist approach. Work began last session to build staff awareness and understanding of anti-racism and to raise its profile across the school. This work will continue during the current session to ensure that racist incidents are identified, recorded and responded to effectively, and that progress is made in reviewing and decolonising the curriculum so that it better reflects and values diverse perspectives and experiences.	By May 2027, a whole school anti-racist policy will be implemented. By May 2027 there will be clear procedures in place to record racist incidents this will include scripts to support staff. By May 2027, all practitioners will report increased confidence in delivering anti-racist education. By May 2027, the school curriculum in social studies and RME will better reflect and value the diversity within the school.	- 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. - Parental involvement will be sought on curriculum development.	- Creation and Implementation of draft anti-racist policy. - Review of positive behaviour and anti-bullying policy to ensure it reflects anti-racist education. - Professional learning for staff on anti-racism and decolonisation of the curriculum. - Clear guide for staff on how to record anti-racist incidents and scripts to support them. - Calendar of all celebrations of the main religions to ensure staff are aware when these are. - Curriculum pathways will ensure that our curriculum reflects the diversity within the school particularly in social subjects and RME. - Pupil and staff steering groups will lead developments. Parental views will also be sought. - Picture books that support anti-racist education will be purchased and used for book study by every class. - Cluster moderation in February will allow for review and professional dialogue. - Cultural celebration to be introduced in consultation with parents/carers.

Improvement Priority 4 – Young Leaders of Learning Improvement Plan

NIF Priorities

Highlight as appropriate

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)

Highlight as appropriate

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

 United Nations Convention on the Rights of the Child								
Rationale for change		Outcome and Expected Impact		Measures	Interventions			
Following the visit to our partner school the Young Leaders of Learning (YLL) would like to develop the use of meta skills across the school. They would like to introduce lanyards that represent the metaskills to each classroom to ensure a consistent approach. The Young Leaders of Learning have identified the environmental garden as an area of the playground requiring improvement. They will work alongside the Eco Committee to develop a garden that promotes biodiversity and provides a calm, welcoming space for pupils seeking a quieter area away from the busy playground. The Young Leaders of Learning would like to create a bank of numeracy games for all stages within the school.		By May 2027, all classes will be using lanyards to develop the children's understanding of metaskills. By May 2027, almost all children will demonstrate a clear understanding of how they use metaskills in their learning. By October 2026, a new design will be created for the garden in partnership with the eco-committee. By May 2027, the new design will be implemented. By May 2027, the garden will be fully utilised to support outdoor learning and wellbeing by all classes. By December 2026, have at least one maths game ready for each stage to support numeracy and maths. By May 2027, create a bank of numeracy and maths games that pupils, teachers and parents can access.		Pre and post surveys will capture pupil voice. YLL will visit classrooms each term to capture pupil voice on the use of metaskills. Minutes of YLL meetings will demonstrate a positive impact. Pre- project and post-project audits of garden and usage. Feedback from children will be gathered. Audit of current numeracy games gathering pupil feedback on preferred games. Gathered teacher and pupil voice of which areas of numeracy and maths children require support with.	Young Leaders of learning to share their vision in developing meta-skills with teaching staff. Design lanyards to represent chosen metaskills and issue to classes. Young Leaders and Miss Thomson will meet with Pupil Voice Groups to gather evidence of skills already being used in various classes. Assembly led by YLL of learning with share how lanyards will work in classrooms. To seek funding to allow improvements to environmental garden. To form a gardening group that will undertaken the work. To seek volunteers from parents/carers that can support the development of the garden. To seek partnerships with local businesses wot support the development of the garden. To work alongside the numeracy steering group to develop a list of games. To share these games with pupils through assemblies and workshops. To share games with parents. To seek funding to purchase any additional resources.			