



Todholm Primary School and Early Learning & Childcare Class

STANDARDS AND QUALITY REPORT June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. 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 440. 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 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, 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!"



Awesome Achievers

OUR VISION, VALUES AND AIMS

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

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

- In June 2026 the school was successfully awarded the UNICEF Right Respecting School Silver Award. This reflects all the work that has been completed to support and uphold children's rights.
- We had a great success in sport this year with children competing in chess, dodgeball, basketball, handball and netball tournaments as well as the Renfrewshire Cross Country and Road Race. They experienced success and were fantastic ambassadors for the school. The basketball team came third in the Renfrewshire and East Renfrewshire tournament in June 2026, a great achievement.

Cross country - Our P6 girls team took home the bronze trophy across the whole of Renfrewshire! In Primary 7, one P7 secured the gold medal as he raced across the finish line! We are so proud of everyone who took part.

- In June 2026 we held Health Week, which provided a rich programme of learning experiences that successfully promoted physical activity, health and wellbeing across the school. Learners engaged enthusiastically in a variety of activities designed to develop their understanding of healthy lifestyles whilst fostering enjoyment, teamwork and participation. A particular highlight was participation in the King's Baton Relay.
- Our Young STEM (Science, Technology, Engineering and Maths) Leader (YSL) programme has continued to grow successfully, with a range of clubs offered to pupils from Primary 1–5 during term 2. These clubs focussed on engineering and science-based learning and enabled our P7 pupils to work towards the non-formal Level 2 award qualification. In addition, our P7 Young STEM Leaders have taken on a variety of leadership roles across the school. They successfully planned, organised and delivered a range of engaging STEM activities for Primary 1–3 pupils during our Family STEM Night, which welcomed 18 STEM Ambassadors and industry experts from a variety of professional backgrounds. The event was extremely well attended and provided families with opportunities to explore STEM learning together.
- P7 Young STEM Leaders have also supported digital learning within the nursery through monthly "Digi Drop-In" sessions, helping younger learners to independently access and use their virtual learning journals. Furthermore, our Young STEM Leaders worked in partnership with SSERC to film a professional video for Young STEM Leader Week 2026, showcasing the excellent STEM work taking place across the school whilst showcasing the benefits of the programme and inspiring others to get involved.
- A range of external STEM partners have worked closely with the school to enhance pupil experiences. STEM Ambassador Sandy Smith delivered an inspiring talk to P7 Young STEM Leaders about careers in STEM, helping pupils explore future pathways and opportunities. All Primary 5–7 pupils participated in Agri-teach SmartSTEM workshops, developing their understanding of STEM within agriculture and food production industries. P7 pupils also attended a SmartSTEM event at the University of the West of Scotland, where they engaged with a variety of interactive STEM activities and workshops.
- Our STEM intervention groups also celebrated success this term, with P7 pupils achieving their CREST Awards and sharing their learning during a successful family showcase session. In addition, STEM Ambassador John Lomax has continued to host weekly skills development workshops and a woodwork lunchtime club for P4–7 pupils, helping to develop practical STEM and problem-solving skills through hands-on activities.
- The ELCC played a key role in a collaborative eight-week numeracy project involving nine local early years establishments and the Skoobmobile. Through carefully planned nursery-based and home learning challenges, children developed confidence and skills in numeracy while families were actively engaged in supporting learning. The initiative strengthened partnership working across settings and culminated in a shared celebration event recognising children's achievements and progress.
- Forest Kindergarten has continued to be a successful feature of the ELCC offer, with children participating in targeted blocks of outdoor learning throughout the year. The programme has enhanced children's confidence, resilience, independence and wellbeing while providing meaningful opportunities to develop problem-solving, communication and risk-assessment skills through real-life experiences in nature. Feedback from children, families and staff has been overwhelmingly positive, with clear evidence of increased engagement, perseverance and confidence among participants.
- The ELCC has successfully embedded the use of digital learning journals across the setting, enhancing communication with families and increasing parental engagement in children's learning. The platform provides a consistent and accessible way to share observations, celebrate achievements and communicate next steps, enabling parents and carers to play a more active role in supporting learning at home. The increased use of digital learning journals has strengthened

home–nursery partnerships and improved the quality of evidence gathered to demonstrate children's progress and achievements.

- Feedback from parents and carers informed the delivery of targeted engagement sessions, including Mini First Aid and Heart Start, which enhanced parental involvement and provided families with valuable practical skills and knowledge.
- The Parent Council successfully organised a range of fundraising and community events, raising over £4,000 to support school improvement priorities while also providing valuable opportunities to strengthen relationships and foster a sense of community among families.
- The school has continued its successful engagement with the Living Streets Travel Tracker programme, supporting learners to develop a strong understanding of sustainable and safe travel choices. Through daily monitoring of methods of travel and participation in the badge reward system, children have demonstrated increased awareness of the environmental, health and wellbeing benefits associated with active travel. A significant achievement this session was the success of one learner in a nationwide Travel Tracker badge design competition, the badge will be produced and distributed to schools across Scotland, England and Wales.
- Our Junior Road Safety Officers (JRSOs) have played a significant leadership role in promoting road safety across the school community. Through whole-school assemblies, they effectively communicated key road safety messages and encouraged learners to make informed travel choices. Building on this, the JRSOs successfully led a 'Crazy Hair Day' campaign to promote walk to school week and raised awareness of active travel. They hosted a 'Be Bright Be Seen' Day raising £383 for Brake.
- Our newly formed Glee Choir successfully participated in its first Glee Competition at Paisley Town Hall, providing pupils with a valuable opportunity to perform on a large stage, build confidence and showcase their talents to a wider audience.
- The school participated successfully in the BetterPoints, Better Schools initiative, which encouraged active travel through the use of digital journey tracking. The programme promoted increased physical activity among staff whilst fostering a positive sense of collective responsibility and healthy competition. The school achieved an outstanding second-place finish across Renfrewshire, reflecting the strong commitment of staff to modelling healthy and sustainable travel behaviours.



Basketball Team



Football Team



Cross Country Race



Netball Team



Rights Respecting School



Handball Team



Glee Choir



British Science Week



STEM Home Learning Bags



King's Baton Relay (ELCC)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

SCHOOL

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

“My child continues to improve in their reading. Todholm actively encourage my child to read more and focus on the enjoyment of reading.” Parental Feedback, June 2026

- The universal engagement of teaching staff in the Improving Our School (IOS) initiative has successfully embedded a high-quality, data-driven culture across the school. The adaptation of the Fact, Story, Action approach has transformed attainment and tracking meetings into highly effective, targeted interventions, empowering educators to diagnose and address learning gaps. Furthermore, the targeted focus on learning intentions and success criteria has ensured consistency in classroom delivery and supported highly effective practice.
- The strategic investment in Accelerated Reader for Primary 4–7 has proven highly successful, with a measurable increase in pupil engagement. Feedback from parents, teachers, and pupils confirms that the program has significantly boosted reading motivation, establishing it as a highly effective tool for fostering a positive reading culture.
- Targeted professional learning delivered by Renfrewshire Council’s Literacy and Languages Development Officer has significantly strengthened staff knowledge, skills, and pedagogical expertise in the teaching of reading. As a result, teachers report increased confidence in planning, delivering, and assessing high-quality reading instruction, with greater consistency in approaches across the school.
- The strategic establishment of a comprehensive Literacy Framework by the literacy working party has successfully systematised the school’s approach to Talk for Writing and reading. This framework serves as a vital benchmark for quality assurance, driving high levels of consistency and alignment in instructional practices across all stages.
- The school was selected to take part in the Empathy Lab Programme and is working alongside Paisley Grammar. Two members of staff have attended training. The school has received £250 worth of books to support the teaching of empathy through reading. The school will be work towards receiving Empathy Lab accreditation.
- Local authority targeted intervention has allowed the school to give additional support to children in Primary 1, Primary 4 and Primary 7. This additional support enhances the PEF funded support we have already been able to provide.
- Attainment in reading has remained consistent at 81% from last session to this session.
Primary 2 have a 2% increase in reading attainment
Primary 3 have an 8% increase in reading attainment
Primary 4 have a 6% increase in reading attainment

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

“Todholm has done everything in their power to support my child in both their academic attainment and wellbeing. They have gone above and beyond for my child in terms of additional support and attendance management.” Parental Feedback, June 2026

- The implementation of the Outdoor Play and Learning (OPAL) project has provided a highly effective framework for modernizing our outdoor spaces. The comprehensive baseline audit and subsequent action plan have driven purposeful, targeted changes to the playground. Despite seasonal environmental challenges, initial implementation has already begun to transform the playground environment, laying a strong foundation for enriched, high-quality play experiences across all stages.
- All support staff and teachers participated in comprehensive training during the August In-Service programme, focusing on the vital role of play in children's learning and development. In addition, support staff received dedicated training in risk assessment to ensure safe and effective practice. As a result, all support staff report increased confidence in supporting children's play experiences during break and lunchtime. This enhanced practice has contributed to more positive and engaging

playground environments, evidenced by a reduction in the number of violent incidents and improved opportunities for children to participate in meaningful play.

- Feedback gathered through pupil voice activities indicates that breaks and lunchtimes have improved significantly following the introduction of new play resources. Pupils report increased enjoyment, greater opportunities to engage in a wider range of activities, and more positive interactions with their peers.
- The school received Amythest Accreditation for the work undertaken in the Renfrewshire Nurturing Relationships Programme and is now working towards Gold Accreditation. This underscores the school's continued commitment to nurturing practice, reflecting sustained engagement with this authority-wide priority.
- The Glasgow Motivation and Wellbeing Profile was introduced this session to provide robust, pupil-centred evidence of learners' experiences of health and wellbeing across the school. Analysis of the survey data highlights highly positive outcomes, with 90% of pupils reporting that they feel safe in school, 94% indicating that they have friends, and 90% stating that they work hard at school. These findings provide strong evidence of a positive school culture characterised by nurturing relationships, a strong sense of belonging, and high levels of pupil engagement.
- Attendance remains a key improvement priority for the school. While overall attendance continues to present challenges, targeted interventions and enhanced support have resulted in 39% of pupils within the identified target group demonstrating improved attendance this session. This indicates that current approaches are beginning to have a positive impact for a significant proportion of learners. To build on this progress and secure more consistent improvement, a revised attendance policy with clearly defined expectations, procedures, and staged interventions will be implemented from August 2026.

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

"Todholm welcomes all children and supports their various strengths, to quote the P3 world showcase performance "we are all different in a good way"." Parental Feedback, June 2026

- Teaching staff engaged in high-quality professional learning during the October In-Service programme, led by our Educational Psychologist, to deepen their understanding of equity, inclusion, and anti-racist practice. In collaboration with cluster colleagues, teachers also participated in specialist anti-racism training delivered by WOSDEC (third sector organisation that offers professional learning), strengthening their understanding of anti-racist education and its implications for curriculum design, learning environments, and daily interactions. As a result, all teachers report significantly increased confidence in identifying and challenging racism, promoting anti-racist values, and embedding inclusive approaches across learning and teaching. Professional dialogue and self-evaluation evidence demonstrate a growing awareness of the need to move beyond being 'non-racist' towards actively adopting anti-racist practices. This has strengthened staff capacity to create a more inclusive school culture where diversity is valued, bias is challenged, and all children feel respected, represented, and empowered.
- All classes engaged in a carefully selected book study focused on anti-racism and social justice. These high-quality learning experiences stimulated meaningful dialogue, encouraged critical thinking, and deepened pupils' understanding of fairness, equity, identity, and discrimination. Through discussion and reflection, pupils demonstrated increased awareness of social justice issues and developed greater confidence in expressing their views, challenging stereotypes, and recognising the importance of respect and inclusion.
- A teacher anti-racist working party and pupil leadership group have been established to drive forward our commitment to equity, inclusion, and anti-racist education. Through collaborative review and consultation, the teacher working party has begun the process of decolonising the RME and Social Studies curriculum, ensuring that learning reflects a broader range of perspectives, experiences, and voices. This work has been complemented by a review of the school assembly calendar, which now more fully recognises and celebrates the diverse cultures, faiths, and religious festivals represented within our school community. Together, these developments are

strengthening representation, promoting belonging, and fostering a more inclusive school ethos where diversity is valued, respected, and visible throughout the curriculum and wider life of the school.

- As part of a Peace and Conflict project delivered in partnership with WOSDEC, Primary 6B pupils successfully completed Peer Mediation training, developing valuable skills in communication, active listening, conflict resolution, and restorative approaches. As a result, these pupils are now equipped to act as peer mediators, supporting younger children to resolve disagreements constructively and independently during break and lunchtime. This initiative is strengthening pupil leadership, promoting positive relationships, and contributing to a more inclusive, respectful, and nurturing playground environment.

EARLY LEARNING & CHILDCARE CLASS

Priority 1 – To promote attainment in numeracy

- Significant progress has been made in improving the quality and consistency of numeracy experiences across the ELCC. Professional learning, collaborative planning and increased use of the Renfrewshire Numeracy Pathway have supported practitioners to develop greater confidence in embedding numeracy meaningfully through play. Following a staff audit, targeted investment was made in high-quality numeracy resources to support the development of numeracy-rich environments and improve opportunities for active, play-based learning across the setting.
- Staff benefitted from professional input and support which strengthened practitioner understanding of early numeracy progression, effective pedagogy and the use of high-quality questioning to extend children's mathematical thinking. Learning visits and quality assurance activities demonstrated richer numeracy environments, improved mathematical language and increased opportunities for problem solving within continuous provision.
- Almost all pre-school children showed increased confidence when engaging in numeracy experiences and were increasingly able to apply numeracy skills independently during play. Progression data and practitioner observations evidenced improvement across targeted benchmarks, particularly within counting, number recognition and mathematical vocabulary.
- Monitoring evidence demonstrated increased consistency in practitioner interactions and the use of open-ended questioning to extend children's mathematical thinking. Children were more confident in explaining their learning and applying numeracy skills within real-life contexts across the playroom environment.
- While progress has been positive, further work is required to ensure consistency in extending higher-order mathematical thinking and challenge for all learners. Moving forward, the ELCC will continue to strengthen progression pathways and embed high-quality numeracy experiences across all areas of provision.

Priority 2 – To improve digital opportunities in the ELCC

- Good progress has been made in developing digital learning experiences within the ELCC. Staff confidence in using digital technologies has increased through targeted professional learning, peer support and opportunities to observe effective practice. As a result, digital tools are now used more consistently to enhance learning, support creativity and increase learner engagement across the playroom environment.
- Online learning profiles have become more consistent in quality and frequency, improving parental engagement and communication around children's learning. Children demonstrated growing confidence in accessing and using digital technologies independently for a range of purposes including recording learning, creative play and communication. Monitoring and practitioner self-evaluation indicate that digital technologies are becoming more embedded within daily practice, with staff increasingly recognising their value in supporting literacy, numeracy and health and wellbeing experiences.
- Learning observations demonstrated increased levels of pupil engagement and motivation when digital technologies were used purposefully within play experiences. Feedback from families was

positive, with parents reporting improved awareness of their child's learning through online profiles and Class Dojo.

- Progress in this area has, at times, been impacted by limited access to digital devices within the setting. However, following discussions around digital priorities and learner needs, the Parent Council generously agreed to fund the purchase of three additional iPads to further enhance children's access to digital learning experiences and support the continued development of digital technologies across the ELCC.
- While progress has been positive, further work is required to ensure greater consistency in the quality of digital interactions and profiling across all areas of the setting. Moving forward, the ELCC will continue to develop practitioner confidence, strengthen children's digital literacy skills and further embed digital technologies as a meaningful tool for learning rather than an isolated experience.

Priority 3 – To promote attainment through the Read Schools Awards

- Progress has been made in strengthening the reading culture across the ELCC through an increased focus on reading for pleasure, high-quality texts and family engagement opportunities. Practitioners embedded story and rhyme experiences more consistently across the setting, supporting children's enjoyment of books, vocabulary development and early literacy skills. Observations and pupil voice demonstrated that children were increasingly engaged in stories, rhymes and literacy-rich play experiences, with many children independently accessing reading areas throughout the playroom.
- Participation in Bookbug sessions, lending library opportunities and reading-based family engagement activities supported stronger home-school links and promoted positive attitudes towards reading. Monitoring activities also demonstrated improved consistency in the use of literacy-rich environments across both indoor and outdoor provision.
- Progress towards Reading Schools accreditation slowed from February onwards due to the extended absence of the staff member leading this area of development. While momentum was impacted, the reading culture established earlier in the session remained evident across the setting and staff continued to promote reading opportunities within daily practice.
- During attainment meetings, staff self-evaluation highlighted reduced practitioner confidence in supporting the teaching of phonemes and digraphs within early literacy development. In response, targeted professional learning and staff input has been organised to strengthen practitioner knowledge, improve consistency of approach and support progression in early literacy experiences across the ELCC.
- Moving forward, the ELCC will continue to build staff confidence in early literacy pedagogy, re-establish momentum towards Reading Schools accreditation and further develop opportunities for children to engage with a diverse range of high-quality texts across all areas of learning.

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 Reading:

- Improve the quality of learning and teaching in reading.
- Provide targeted interventions in reading.

- Provide support with developing pre-reading 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 1 full time teacher, 1 full time Early Learning & Childcare Officer (ELCO) and increase our support staff provision by 2 hours. 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 literacy by offering bespoke intervention to meet the needs of the children.

The PEF funded teacher has allowed us to offer targeted support to Primary 2, 3, 5 & 6. A local authority funded teacher has been providing support to P1, P4 and P7. This has resulted in all stages receiving targeted intervention. It has also allowed us to deliver two Seasons for Growth groups delivered by trained class teachers.

From September to December, Pupil Equity Funding (PEF) enabled the deployment of a specialist teacher to design and deliver a targeted programme of small-group interventions focused on the deliberate development of four key meta-skills: Integrity, Adapting, Collaboration, and Creativity. These skills were selected in direct response to evidence indicating that many learners affected by socio-economic disadvantage can experience gaps in cultural capital, confidence, and opportunities to apply and articulate their strengths in real-world contexts. The structured 5–6 week programmes were carefully planned to ensure progressive skill development, authentic learning experiences, and meaningful engagement with the wider community.

Across the school, pupils benefited from high-quality, experiential learning opportunities that significantly enhanced engagement, aspiration, and confidence:

- Primary 5 pupils participated in a community partnership project with Café Fairful in Paisley. They explored how a local business operates before developing practical cake decorating skills. Pupils then applied their learning by producing cakes for residents at Hunterhill Care Home, strengthening their sense of purpose, empathy, and social responsibility.
- Primary 5/6 pupils worked with a qualified sports coach to engage in a structured programme of cooperative games. Pupils demonstrated increased collaboration and resilience, with clear evidence of sustained enthusiasm as they independently shared and replicated activities with peers beyond the sessions.
- Primary 5/6 pupils undertook a dedicated block of yoga sessions, supporting self-regulation, focus, and emotional wellbeing, contributing positively to readiness for learning across the curriculum.
- Primary 2, 3 and 6 pupils engaged in Crest Award STEM challenges with volunteer John, developing problem-solving, perseverance, and investigative skills through practical, hands-on learning.
- Primary 2 pupils participated in targeted reading support before applying their skills in a meaningful intergenerational experience, reading to residents at Hunterhill Care Home, which significantly boosted confidence, fluency, and communication skills.
- Primary 6 pupils worked in partnership with Sight Scotland and Hunterhill Care Home to create personalised memory books for residents, fostering empathy, creativity, and purposeful literacy development.
- Primary 6 pupils completed an enterprise project designing and producing bracelets, culminating in the creation of a simple website to market their products. This provided an authentic context for developing creativity, digital skills, and entrepreneurial thinking.



Overall, PEF-funded interventions provided equitable access to rich, experiential learning that would not otherwise have been possible. The impact is evident in improved pupil confidence, increased engagement, and strengthened meta-skills, alongside clear development of cultural capital through meaningful engagement with the local community.

Pupil Equity Funding (PEF) has been strategically invested in high-quality digital learning resources, including IDL, Sumdog, and Accelerated Reader, to enhance equity of access, targeted support, and measurable attainment in literacy and numeracy across the school.

IDL is now firmly embedded as a core intervention tool for learners experiencing literacy-based difficulties, particularly in spelling and reading development. Currently, 36% of pupils across the school actively engage with the programme, demonstrating its significant reach and impact. Tracking data indicates that the vast majority of participating pupils have made measurable progress in either reading age, spelling age, or both, evidencing the programme's effectiveness in closing identified attainment gaps and accelerating progress for learners affected by socio-economic disadvantage.

Sumdog provides a highly engaging, adaptive learning platform that extends learning beyond the classroom, enabling pupils to consolidate and reinforce key numeracy skills both at school and at home. Its gamified approach has increased pupil motivation and sustained engagement, while simultaneously generating reliable diagnostic data that supports teachers in identifying gaps and planning targeted next steps in learning. Across the school, Sumdog is used as both a learning and assessment tool, strengthening formative assessment practices and informing high-quality teaching interventions.

In addition, Accelerated Reader has supported the development of reading fluency, comprehension, and independent reading habits, helping to foster a stronger reading culture across the school. Together, these digital platforms provide a coherent and evidence-informed approach to supporting learning, ensuring pupils have consistent opportunities to practise, apply, and consolidate key skills.

Collectively, these PEF-funded resources have proven highly effective in improving learner outcomes, increasing engagement, and supporting staff in delivering targeted, data-informed interventions that directly address identified barriers to learning.

As a result of the interventions in reading:

	Percentage identified as requiring support	Percentage of children who are on track following support
Primary 1	32%	58%
Primary 2	18%	60%
Primary 3	22%	33%
Primary 4	25%	67%
Primary 5	15%	0%
Primary 6	22%	64%
Primary 7	20%	83%

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 several 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 reading:

Primary 2 – remains the same.

Primary 3 – dropped by 4%

Primary 4 – dropped by 7%

Primary 5 – dropped by 3%

Primary 6 – dropped by 3%

Primary 7 – dropped by 8%

KEY STRENGTHS OF THE SCHOOL

“One of Todholm’s greatest strengths is its caring and supportive environment. The staff are dedicated, approachable, and genuinely invested in helping every child reach their potential. The school promotes confidence, inclusion, and a love of learning, and there is a strong sense of community throughout the school. I have seen both of my children thrive during their time at Todholm” Parental Feedback, June 2026

- 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.
- STEM education is fully embedded within the life and work of the school, with a broad and progressive range of opportunities enabling learners to develop curiosity, creativity and problem-solving skills while applying their learning in meaningful real-world contexts.
- The school continues to provide a wide-ranging and highly valued programme of extra-curricular activities, ensuring that learners at every stage have opportunities to participate in activities that reflect their interests and strengths. Demand for clubs remains consistently high, with many operating at full capacity and maintaining waiting lists. Working in partnership with OneRen, we carefully plan and deliver a diverse range of opportunities that respond directly to learner interests and feedback. In response to findings from the pupil participation survey, priority access was provided to learners who had not previously engaged in extra-curricular activities, resulting in increased inclusion and wider participation across the school.
- Celebrating wider achievement remains a key strength of our school community. The Awesome Achievers programme provides opportunities for families to recognise and share children’s successes beyond the classroom, ensuring that a broad range of talents, interests and accomplishments are valued and celebrated. The initiative has strengthened partnerships between home and school by increasing awareness of learners’ achievements in areas such as sport, performing arts, community involvement and personal development. Pupils take great pride in sharing their successes with peers, contributing positively to confidence, self-esteem and a strong sense of belonging within the school community.
- Leadership is embedded across the school through meaningful opportunities for pupils to participate in focus groups, lead assemblies and contribute to a range of initiatives. These experiences develop learners’ confidence, responsibility and leadership skills, ensuring they are well equipped to make positive contributions to their future education, careers and communities.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

School Improvement Plan

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

- Further develop and expand the use of Accelerated Reader.
- To take part in the Improving Our Schools Programme to support the development of highly effective practice within our teaching staff.
- To further develop teacher confidence in teaching reading to ensure a consistent approach across the school.
- To work towards Empathy School Accreditation.

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

- To continue work undertaken to develop the outdoor spaces of the school to ensure it is inclusive and provides a play rich environment.
- Share revised school attendance policy with clear procedures on how we will support attendance.
- To undertake NAIT We Were Expecting You whole-school professional learning pilot, co-delivered by the Educational Psychology Service (EPS) and Speech & Language Therapy (SLT) to ensure inclusion remains an area of priority.

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

- Look to decolonise the curriculum.
- Ensure accurate recording of anti-racist incidents and provide supports for teachers to ensure these are dealt with appropriately.
- To further increase staff confidence in delivering anti-racism education.

Priority 4 – Young Leaders of Learning Improvement Plan

- To increase awareness of Meta skills across the school through a consistent approach.
- To develop the environmental garden to ensure it support outdoor education and biodiversity.
- To develop and share numeracy and maths games that will support the teaching for each stage.

Early Learning & Childcare Class Improvement Plan

Priority 1 – To improve communication, language and early literacy through play and reading for pleasure.

- To engage with the Scottish Book Trust Reading Schools programme.
- To enhance literacy-rich indoor and outdoor environments.
- Deliver CLPL focused on phonological awareness, dialogic reading and high-quality interactions.

Priority 2 – To embed high-quality numeracy experiences through play.

- to further embed numeracy across continuous provision and ensure opportunities for mathematical thinking are consistently utilised through play.
- Embed Number Talks and mathematical language within daily practice.
- to further develop children's critical thinking, problem solving, collaboration and adaptability through meaningful numeracy experiences.

Priority 3 - To strengthen inclusion, transitions and responsive practice.

- To further develop children's self-management, communication, resilience and adaptability through responsive and nurturing approaches.
- Enhance partnership working with families and external agencies.

- Review transition process and introduce new strategies to support this.

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.

Todholm Primary School

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Paisley

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0300 300 0191

<https://blogs.glowscotland.org.uk/re/todholm/>

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.