

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2025/26

St. Charles Primary School
Newton, Cambuslang



Strategic Improvement Priorities Plan over 3-year cycle

Timescale: 2023-2026

Strategic Priority	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
1.	<i>Continue to develop the process of planning for learning, to ensure consistent, high quality learning and teaching with effective tracking of attainment progress.</i>	<i>Further develop assessment for learning approaches with a focus on literacy, numeracy and health and wellbeing.</i>	<i>Embark on Improving Our Schools (IOW) – raise attainment in Writing</i>
2.	<i>Develop the literacy curriculum across the school to raise attainment with a focus on raising attainment in writing.</i>	<i>Embed the SLC Skills Framework into practice to equip children with the vocabulary, knowledge and understanding of skills within the four capacities.</i>	<i>Further develop pupil leadership of learning with a particular focus on target setting.</i>
3.	<i>Embed attachment informed practice and nurturing principles across the school to promote positive relationships and the rights of the child.</i>	<i>Enhance and formalise the role of Rights, Equalities and Sustainability in our curriculum.</i>	<i>Embed rights and equalities across all contexts of the curriculum with a focus on promotion of positive relationships based on respect.</i>
4.	<i>LC- Introduce the Progressive Framework for Skills to staff, pupils and parents and provide opportunities to become more familiar with the content and organisation of skills within each of the four capacities.</i>	<i>LC- Engage with partner schools in the learning community for moderation purposes to establish shared standards and expectations of writing.</i>	<i>LC-Engage in moderation of numeracy and in particular use of assessment across the SLC pathway.</i>

Context of school



St. Charles Primary: A family of love, kindness and respect

Inspired by love and the values of the Gospel, we empower everyone in the St. Charles family to achieve their full potential.

In partnership with parents, our parishes and our community we aim to:

Keep the child at the heart of all we do.

Be Ready- Create a loving, safe and inclusive environment

Be Respectful- Acknowledge the dignity and uniqueness of everyone

Be Responsible- Develop resilience, independence and the skills and knowledge needed for learning and life in the 21st century.

St Charles' Primary School is a school in a semi-rural area of SLC. It is part of the Trinity Learning Community and is served by the parishes of St. Bride's and St. Cadoc's. The current roll is 347 over 13 classes. The local area is a mixture of social and privately owned housing. Access to transport is very good and the area has been heavily developed with new housing in the Newton area over the last 15 years. The new school building was opened in 2011 and an extension of 5 additional classrooms was opened in April 2021. The building provides an excellent, modern environment in which our children can learn and achieve.

In St Charles' Primary School, we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

Our values are based on the Gospel values and a belief in the qualities, skills and talents of our whole school community. In year one of this planning cycle we consulted with stakeholders to review our vision, values and aims. These are underpinned by our code of conduct, created by pupils based on Be Ready, Be Respectful and Be Responsible.

We are in a very fortunate position to have a consistent staffing cohort of committed teachers and support staff within the school. We have an active and engaged Parent Council who support the school in many ways including fundraising.

We believe that our Primary school should be at the heart of the local community and as such we have developed strong links and partnerships with St Bride's and St Cadoc's Parishes, Kilbryde hospice, Newton Station and Community Garden Project and ;Taylor Wimpey business; all based in our local community, as well as other partnerships including St. Andrew's Hospice, Make It Happen and Ostrero Scotland.



Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1 Improving Our Writing (IOW)

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in achievement, particularly in literacy and numeracy.</p> <p><u>NIF Outcome</u></p> <p>Globally respected, empowered, responsive education system; leadership, accountability, improvement</p> <p>Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Choose an item.</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined</p> <p>Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the IOW programme.</p>	<p>By October 2025, a rigorous self -evaluation process will result in a clear focus for our writing improvement October 2025- May 2026.</p>	<p><u>August-Oct 2025</u></p> <ul style="list-style-type: none"> IOW introductory CLPL sessions on the IOW programme and short webinar CLPL sessions on the 15 writing elements. Staff complete pre- IOW Professional Learning confidence survey. Pupil work audit Learner writing motivation surveys Teaching staff and SLT to complete Fact, Story, Action for writing for each class. (including evaluation of pupil work) 	<p>Whole school Fact Story Action overview</p>	<p>HT, DHT, PT (Lead), Class Teachers</p>

	<p>By December 2025, almost all staff will have implemented changes to planning approaches and routines in the teaching of one IOW element.</p> <p>By April 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in almost all learners' self-concept and motivation in writing.</p> <p>By May 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in most learners' achievement in writing in relation to the three identified IOW elements as evidence in the whole school Fact, Story, Action overview</p> <p>By May 2026, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of writing in the three identified writing elements, as evidenced in the baseline whole school Fact, Story, Action overview.</p>	<p><u>October- December 2025</u></p> <ul style="list-style-type: none"> • Implementation of identified sprint (4 Week Period x2) • Professional dialogue around implementation • Assessment of pupil work <p><u>January- May 2026</u></p> <ul style="list-style-type: none"> • Teaching staff continue to plan and deliver IOW lessons, ensuring feedback leading to improvement. • Trio Observations of IOW lessons. • Teaching staff provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces. • Ongoing learning, teaching and assessment of pupil work. • Teachers' professional judgements of pupil achievement in writing. • Staff complete post- IOW Professional Learning confidence survey • Analysis of staff pre and post confidence surveys 	<p>Professional dialogue records – what's working well, even better if.</p> <p>Samples of learners' work to demonstrate where routines are working well for learners and where impact could be greater.</p> <p>Evidence of feedback leading to improvement</p> <p>Teachers' evaluation of implementation records and pupil engagement and success with IOW lessons.</p> <p>Records of professional dialogue around implementation gathered through trio observations.</p> <p>Teachers' planning of extended writing pieces incorporating IOW elements.</p> <p>Pupil assessments of extended pieces, including application of learning from IOW elements.</p> <p>Analysis of ACEL Data / CfE benchmark audit.</p> <p>Evaluation of changes in staff pre and post confidence surveys</p>	
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2: Pupil Leadership of Learning with a focus on informed target setting

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Outcome</u></p> <p>Globally respected, empowered, responsive education system; leadership, accountability, improvement</p> <p>Inclusive and relevant curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Support children and young people to develop their skills for learning, life and work</p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined</p> <p>Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Leadership of learning and leadership of change are essential elements in enabling skills for lifelong learning.</p> <p>Quality learning, teaching and assessment have learners at the centre and with quality feedback being a proven method of improving outcomes and</p>	<p>By October 2025, all classes will have introduced Learning Talking Time into their weekly programme. This will incorporate sharing of focus skills on a Monday and protected time on a Friday to review the week's learning and record pupil feedback.</p> <p>By October 2025, all staff will have consulted with children, involving them in the planning process and will be sharing and reviewing the learning journey with pupils on a regular basis through learner conversations and ongoing sharing of LI and SC across the curriculum.</p>	<p><u>August- October</u></p> <ul style="list-style-type: none"> Staff pre- priority questionnaire completed to reflect current practice in relation to target setting and feedback. Term 1 class timetables reflect time within the curriculum for learner discussions, specifically the expectation that focus skills are discussed at the beginning of the week along with an overview of the planned learning and at the end of the week, teachers incorporate plenary style learning conversations to consult with 	<p>Staff questionnaire information captured.</p> <p>Class Timetables/ Observations/Discussion feedback reflect protected time within the week to have learning focused conversations.</p> <p>Completed target setting/ learning plans</p> <p>Evidence through observation/ within jotters/ wall displays/ provided by pupils during learner conversations.</p> <p>Evaluation of staff and pupil survey results</p>	

<p>raising attainment for learners. In session 24-25 we were unable to achieve the intended outcome of developing target setting linked to skills as planned for. As target setting and quality feedback is not formal or consistent across the school we will adopt this as a focus of improvement in order to empower children to have more leadership of their learning journey by informing target setting.</p> <p>“Children and young people value the professional advice and expertise of school staff and others who support their learning and decision-making. They actively engage in communication and discussions about their next steps and contribute to planning learning pathways which meet their needs and aspirations.” HGIOS 4 (1.2)</p>	<p>By November 2025, all children will have identified a skill development target as well as a specific learning target in literacy and numeracy. Almost all children should be able to discuss their learning target and steps to take to achieve these.</p> <p>By November 2025, parents will be fully informed about their child’s learning targets to enable them to support at home as appropriate</p> <p>By December 2025, staff will have engaged in further professional learning on Effective Feedback and the impact and success of this will be evidenced through feedback approaches observed within the class, through learner conversations and within jotters/wall displays.</p> <p>By March 2026, all teachers will be supporting children to create and review individual learning targets. Target periods are: October- December (Review before Christmas break) January- March (review before Easter break)</p> <p>By March 2026, almost all teachers are providing high quality feedback in literacy and numeracy on a regular basis. Learners are more active in their learning through the feedback they are receiving on how to improve/develop.</p> <p>By May 2026, learning conversations and target setting with pupils is evident across all classes in an age and stage appropriate manner.</p>	<p>learners to evaluate progress and next steps, as a class.</p> <ul style="list-style-type: none"> • Almost all classes will be sharing planned learning with the children consistently in a variety of ways including through discussion, wall displays, powerpoints etc. • Planned learning is shared with parents via the class curriculum newsletter. A shared paragraph outlining SIP progress and plans is added to each newsletter (provided by SLT) <p><u>October-November</u></p> <ul style="list-style-type: none"> • Journalling and target setting has begun in all classes. All children will record their personal learning targets for period October-December 2025. • A school learning passport (PLP) is available for completion. • PLP are shared with parents in line with Parents Evening. <p><u>December- March</u></p> <ul style="list-style-type: none"> • Class observations, collegiate working time/professional discussions and learner conversations will monitor and evaluate the progress and impact of work to date. • Term 2 curricular newsletters will keep parents informed of learning within the classroom. 		
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		<ul style="list-style-type: none"> Children will review term 1 targets and set targets for term 2 in collaboration with their teacher. High quality feedback is being provided to learners on an ongoing basis by almost all staff. <p><u>May-June 2026</u></p> <ul style="list-style-type: none"> Post priority questionnaire completed by staff. Pupil views gathered (survey of focus group) 		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3 **Embed rights and equalities across all contexts of the curriculum with a focus on promotion of positive relationships based on respect.**

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Outcome</u> Improving relationships, behaviour and attendance Globally respected, empowered, responsive education system; leadership, accountability, improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do</p> <p>Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u></p> <p>Attendance Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change Choose an item.</p> <p><u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>We have a moral and statutory responsibility to educate our children on the UNCRC. As a school we pride ourselves on being a nurturing and inclusive environment for learning however, we recognise that more could be done to ensure all staff, pupils and parents are aware</p>	<p>By the end of June 2026, almost all of our school community (pupils, staff and parents) will be aware of UNCRC and the fact that our children have Rights that are universal, inalienable, indivisible and interdependent.</p> <p>By June 2026, almost all pupils will have a greater understanding of the diversity of cultures and religions within and beyond our school community. Diversity will be recognised and celebrated as a strength of our school.</p>	<p><u>August-October</u></p> <ul style="list-style-type: none"> Annual update to include sharing of Relationship policy, Child Protection and reminders of PPRUDB policy. Staff encouraged to complete tracking sheet to record incidents of distressed behaviours. Whole staff training on Emotion Coaching (Inset Day 2) 	<p>The language of Rights will be seen and heard within the school.</p> <p>Each class will create a charter and children will be aware of this and able to discuss the meaning.</p> <p>Pre and post questionnaires will be given to staff, pupil and parents and will reflect an enhanced knowledge and confidence in relation to UNRC.</p>	

<p>of the UNCRC and feel valued, respected and represented within our school community.</p> <p>While overall relationships within our school are very good, there are instances of dysregulated behaviours and unwanted behaviours which tend to present themselves as disrespect towards staff members and/or school property. We will therefore revisit and review our school relationship policy and our knowledge and understanding of nurture, attachment and trauma informed practice and the PPRUDB policy to ensure we are responding appropriately and consistently to such challenges.</p>	<p>Pupils, staff and parents have a shared understanding in relation to our relationship policy and the expectation that pupils within the school show respect for themselves and others while at school.</p> <p>Staff feel more confident in supporting children who are showing distressed behaviours and feel supported by SLT and colleagues to meet additional support needs.</p>	<ul style="list-style-type: none"> • Class Charter based on Rights and School Expectations created, displayed in classrooms and shared with parents. • Whole school reminder to pupils and parents from HT regarding relationships and expectations, linked to UNCRC. <p><u>November 2025</u></p> <ul style="list-style-type: none"> • All staff will engage in collegiate professional learning linked to Rights of the Child. (M. Farr) <p><u>October 2025-May 2026</u></p> <ul style="list-style-type: none"> • Class assemblies will continue to center on rights and equalities, in particular we will celebrate world festivals and religions in order to promote inclusion and celebrate diversity. • Class teachers and SLT will work collegiately to promote positive behaviour in partnership with parents and in line with our relationship policy. • Class teachers and SLT will engage the support of other professionals as necessary to support distressed or unwanted behaviours. 		
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

PEF Improvement Planning and Standards and Quality Reporting for 2025/26

Allocation:

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined Cost of the School Day Choose an item.						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Participatory Budget Removing the cost of participating in after school clubs and giving children the opportunity of representing the school at various sporting events and tournaments promotes inclusion and helps to motivate children to attend school.	£3123 (PB)	Attendance and participation levels of target group is high. Financial barrier to participation removed.	Participation Fees Transport Cost Wage of football coach	Participation levels- target and non target group Attendance at clubs and events Pupil feedback		
Literacy The attainment gap is most evident	£5000	The attainment gap in literacy is closed with almost all children in the target group showing	Purchase and use of literacy software (IDL)	Assessment information and Class based tracking Engagement levels		

<p>across literacy. Literacy continues to be a priority area of the curriculum and assessment materials, as well as a variety of resources can support in school and home learning for targeted groups of children.</p>		<p>individual progress on their own learning journey.</p> <p>Progress is tracked through both standardised assessments and ongoing assessment which are school based.</p>	<p>ASN materials sourced and provided as required</p> <p>GL Standardised assessments purchased and assessment completed</p> <p>Reading materials (diversity) sourced and provided to those with literacy difficulties eg. Barrington Stokes/ Rapid Readers etc</p>	<p>Pupil work- jotters/ observations etc</p> <p>Personal Learning Plans</p>		
<p>Numeracy As with literacy an attainment gap is evident across stages in numeracy.</p>	£4500	<p>The attainment gap is closed with almost all children in the target group showing individual progress on their own learning journey.</p> <p>Progress is tracked through both standardised assessments and ongoing assessment which are school based</p>	<p>Teejay materials support class learning</p> <p>MALT math assessments purchased- help to track progress and identify gaps in learning.</p> <p>Target support materials made available to pupils including concrete materials and targeted workbooks/learning resources.</p>	<p>Assessment information and Class based tracking</p> <p>Engagement levels</p> <p>Pupil work- jotters/ observations etc</p> <p>Personal Learning Plans</p>		
<p>Health and Wellbeing Children need to be ready to learn. The attainment gap for many learners is based not just financial poverty but through pastoral, social and emotional gaps.</p>	£5000	<p>Children benefit from HWB/ nurture support as and when it is needed, this will help to prepare and enable them to access learning within the classroom and promotes positive relationships and a sense of inclusion.</p>	<p>Seasons for Growth staff training and facilitation of group.</p> <p>Emotion Coaching training and support materials.</p> <p>ASN pupil specific resources</p> <p>Transport costs to excursions.</p>	<p>HWB ASN group participation- Nurture/ Seasons for Growth etc</p> <p>Feedback from pupils</p> <p>Feedback from teachers</p> <p>Feedback from parents</p>		

Cost of the School Day	£5000	All children will be included in all activities on offer across the school year with no financial cost to parents who cannot afford contributions	Residential Trip Transport Costs Uniform Stationery etc			
Staffing To provide additional support for learning to groups of children off track in literacy and numeracy.	£52,283	All children within the identified group will make progress in their own learning journey with the aim of increasing the number of children 'on track' in learning across the year.	Increase Mrs L Thomson working pattern by 0.2 FTE 0.3FTE top up to Mat Leave cover 0.6 FTE to provided targeted group learning support	Attainment and progress information from learning support teacher and class teacher. Evidence of progress in jotters and through assessment.		
	£74,920					
	TOTAL SPEND (incl carry forward) £					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2026/2027.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Ensure the skills framework is embedded into learning, teaching and assessment.	<i>All teaching staff</i>	<i>ongoing</i>
Continue to use a range of assessment approaches and assessment information to inform learning and teaching.	All teaching staff	ongoing
Continue to review the LTA policy and curriculum rationale in line with developments across this improvement cycle.	SLT in consultation with all staff	May 2026

Evaluation of Quality Indicators

School: St. Charles Primary

Month: June

Year: 2025

Quality Indicator	School Self-Evaluation	Nursery Self-Evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equality and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Good	Choose an item.