

St. Charles Primary School

Strategic Improvement Priorities Plan over 3-year cycle

Timescale: 2026-2029

Strategic Priority	Year 1	Year 2	Year 3
1. Curriculum	Improving Our Literacy: The science of literacy <i>Staff benefit from well-judged opportunities for high-quality professional learning which support improvement priorities.</i> <i>Practitioner professional learning effectively supports improvements in learning, teaching and assessment.</i>	Improving Our Reading The Curriculum Improvement Cycle	Improving Our School-Literacy Rationale and curriculum review Embed new approaches and language of the curriculum in line with CIC.
2. LT&A	Professional Learning with Mark Burns (Plus One Model) <i>Staff benefit from well-judged opportunities for high-quality professional learning which support improvement priorities.</i> <i>Practitioner professional learning effectively supports improvements in learning, teaching and assessment.</i>	Continued use of Sprint/ Plus One model to support improvement in learning and teaching. <i>Continued use of professional enquiry and evidence based practice to inform improvement.</i> <i>Practitioner professional learning effectively supports improvements in learning, teaching and assessment.</i> <i>Staff are increasingly involved in setting and evaluating priorities with measurable impact.</i>	Improving Learning, Teaching and assessment with a focus on features of highly effective practice <i>Improvement priorities are clearly identified, evidence-informed and demonstrate measurable impact. Fact, Story, Action</i> <i>Staff engage in high quality professional learning and increasingly look beyond the establishment to inform innovation and improvement.</i>
3. Inclusion	Introduction to the CIRCLE Framework <i>Staff benefit from well-judged opportunities for high-quality professional learning which support improvement priorities.</i>	Embed CIRCLE approach, in line with PPRUDB, nurture and trauma informed practice to support inclusion and equity.	Development of pupil leadership to support inclusion equality and excellence.

Performance Data - Achievement of Curriculum for Excellence Levels (official data 2024/25)

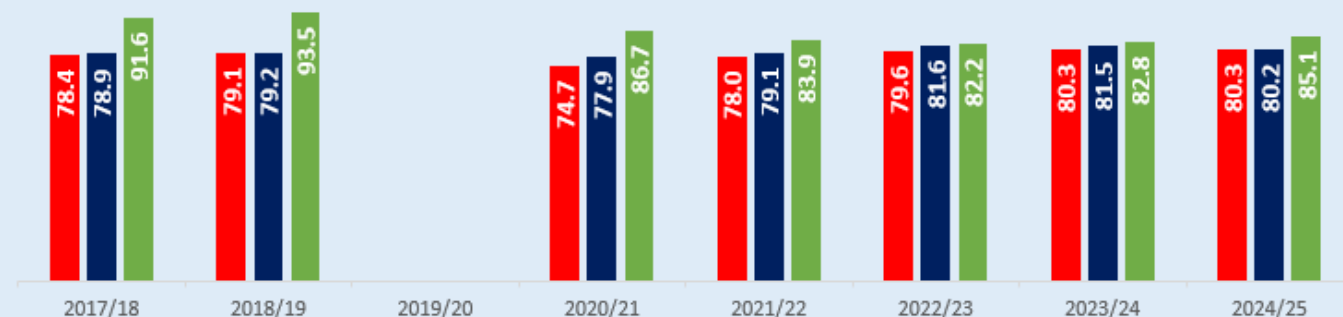
Excellence Over Time Charts

Stage: P147

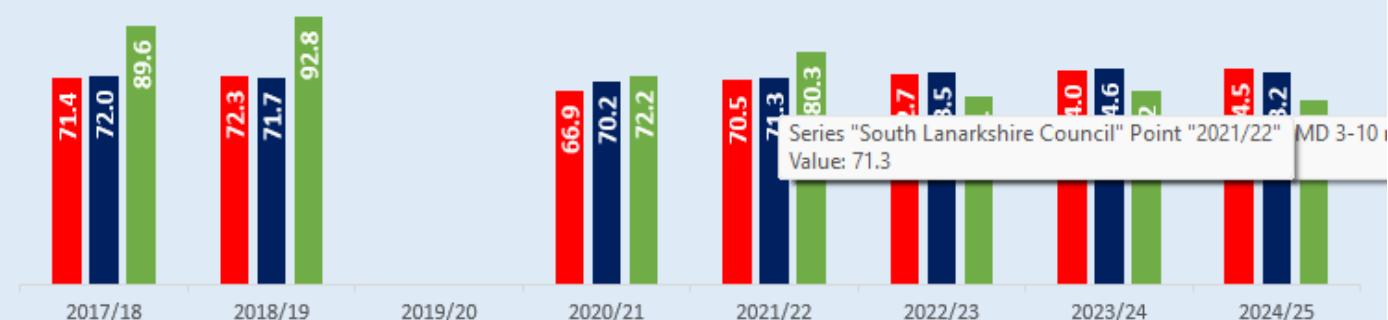
2017/18 - 2024/25

Scotland South Lanarkshire Council School

Numeracy



Literacy



Performance Data (Literacy and Numeracy Stage 147) - Equity (Local) Over Time Charts

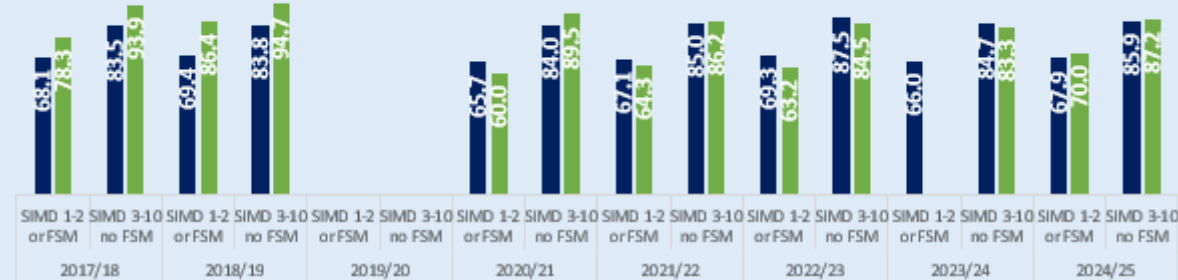
Equity (Local) Over Time Charts

Stage: P147

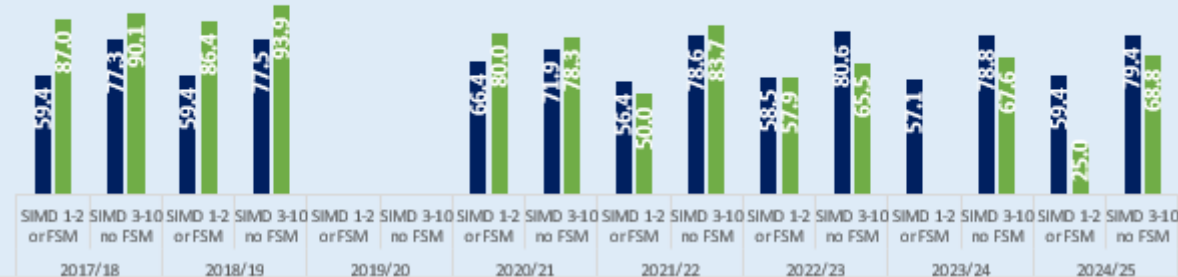
2017/18 - 2024/25

South Lanarkshire Council School

Numeracy



Literacy



Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts

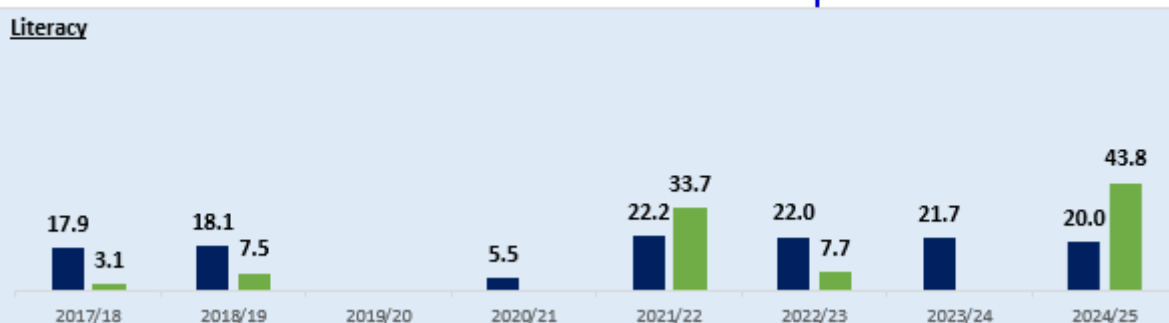
Equity (Local) Gap Over Time Charts | Stage: P147 | 2017/18 - 2024/25

■ South Lanarkshire Council ■ School

Numeracy



Literacy





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 2026/2027

Priority 1 Improving Our Literacy: The science of literacy

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Closing the attainment and achievement gap Inclusive and relevant curriculum and assessment	<u>Education Resources Priority (select from drop down menus)</u> Outstanding learning, teaching and assessment Self-evaluation for self-improvement	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined <u>Choose an item.</u>	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>Quality Indicators for early learning and childcare (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity	How will we measure success? Measures	School Lead
Attainment data highlights the need to focus on continuing to improve attainment levels across Literacy for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the IOL programme. <i>We have an attainment gap between literacy and numeracy especially at P4 and P7 stages, indicating scope for continued focus on improving learning and teaching of literacy leading</i>	By November 2026 almost all teachers will have increased, research-based, practitioner knowledge of how learners acquire skills in Listening, Talking, Reading and Writing. By December 2026, a rigorous self -evaluation process (using Fact, Story, Action to establish a baseline) will result in a clear focus for our Reading improvement from December 2026 - May 2027. By December 2026, a rigorous self -evaluation process (using Fact, Story, Action to establish a baseline) will result in a clear focus for improvement of Effective Questioning within the above area of Literacy, from December 2026 - May 2027. By January 2027, almost all staff will have implemented changes to planning approaches and routines in the teaching of Reading	<u>August-Oct 2026</u> Improving Our Literacy • Session 1: Building the Biology of Listening and Talking • Session 2: Comprehending the Chemistry of Reading • Session 3: The Philosophy and Physics of Teaching Writing • Session 4: Planning holistic Literacy lessons <u>October-December 2026</u> • Staff complete Literacy Audit / Fact Story Action Baseline incorporating; • audit of pupil work • learner motivation conversations • staff confidence survey (PRE Sprint) <u>January – May 2027</u> • Research/additional reading to inform implementation of Sprint	Whole school Fact Story Action overview Professional dialogue records – what’s working well, even better if. Samples of learners’ work to demonstrate where routines are working well for learners and where impact could be greater. Evidence of feedback leading to improvement Teachers’ evaluation of implementation records and pupil engagement and success with Sprint. Records of professional dialogue around implementation gathered through trio observations. Teachers’ planning of Sprint lessons incorporating Effective Questioning	K. Milne DHT

<i>to improved outcomes for learners.</i> <i>While levels of attainment in writing continue to be lower than that of other areas of literacy, writing has been the focus of improvement for the past three years and staff will continue to use and embed the Improving Our Writing model and resources as used in session 25-26. The IOL work this year will complement and support that work as well as empowering teachers to take on increased leadership for driving improvement within their own classrooms through robust CLPL.</i>	By April 2027, regular adoption of evidence-informed practices (IOL Sprints) will result in improvement in almost all learners' self-concept and motivation in Reading By May 2027, almost all teachers will have increased experience of engaging in strategies for teaching Reading using the 'Improving Our' methodology. By May 2027, adoption of evidence-informed practices (IOL Sprints) will result in improvement in most learners' achievement in relation to Reading and Effective Questioning , as evidence in the whole school Fact, Story, Action overview. By May 2027, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of Reading and Effective Questioning as evidenced in the baseline whole school Fact, Story, Action overview.	• Implementation of identified Sprint (4-6 Week Period) • Professional dialogue during mid point check in, observation trios and review sessions, ensuring feedback leads to improvement • Class visits • Ongoing Learning Teaching & Assessment of pupil work • Trio Observations of teachers use of Effective Questioning within Sprint. • Teaching staff provide planned opportunities for learners to apply learning within Holistic Literacy lessons • Teachers' professional judgements of pupil achievement in Reading • Staff complete post Sprint Professional Learning confidence survey • Analysis of staff pre and post confidence surveys <u>May 2027</u> Celebration of Success- May inset day (with Mark Burns)	Pupil assessments Analysis of ACEL Data / CfE benchmark audit. Evaluation of changes in staff pre and post confidence surveys	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2027/2028 or establishment maintenance agenda
• <i>increased, research-informed understanding of how learners develop Listening, Talking, Reading and Writing skills.</i> • <i>A robust self evaluation process (Fact, Story, Action) establishes a clear, evidence-based focus for Reading improvement.</i> • <i>A clear and targeted focus on improving Effective Questioning/ metacognition within Literacy is identified and embedded.</i> • <i>Regular use of evidence-informed approaches leads to improved learner motivation and positive self concept in Reading.</i> • <i>Almost all teachers gain practical experience in applying reading strategies through the Improving Our methodology.</i> • <i>Almost all teaching staff show increased subject knowledge and confidence in teaching Reading and Effective Questioning.</i>				

Improvement Planning and Standards and Quality Reporting for 2026/2027

Priority 2 Professional Learning with Mark Burns (Plus One Model)

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Closing the attainment and achievement gap	<u>Education Resources Priority (select from drop down menus)</u> Outstanding learning, teaching and assessment Self-evaluation for self-improvement	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <u>Quality Indicators for early learning and childcare (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity	How will we measure success? Measures	School Lead
The focus on engaging staff in professional learning through Mark Burns' <i>Plus One Model</i> is rooted in the need to	<u>Action Cycle 1 – August 26 to September 26</u>	<u>Action Cycle 1 – August 26 to September 26</u>	<u>Action Cycle 1 – August 26 to September 26</u>	<i>M. Reid</i> <i>HT</i>

strengthen pedagogical practice in a sustainable, collaborative and evidence-informed way. This approach aligns with our commitment to improving outcomes for all learners by building teacher capacity through meaningful professional enquiry. The <i>Plus One Model</i> promotes incremental, manageable change by encouraging practitioners to identify and implement one small, targeted improvement to their existing practice. This ensures that professional learning is focused, achievable and directly relevant to classroom contexts. Central to this approach is collaboration. Across our learning community and school, teachers will work together to explore pedagogy, share expertise, and reflect on practice in a supportive professional manner. Collaborative dialogue ensures that professional learning is not isolated but shared, leading to greater consistency and coherence across the school.	<u>Action Cycle 2 – October 26 to December 26</u> By Nov 2026, a rigorous self -evaluation process will result in a clear focus (+1) for all staff (teaching EYP & Support Staff)	<u>Action Cycle 2 – October 26 to December 26</u> - 9th Nov Inset Day – Mark Burns - 17th Nov (school moderation) - 10th December (school moderation)	<u>Action Cycle 2 – October 26 to December 26</u> - Whole School +1 overview Development of a carefully itemised action plan that sets out the ‘plus one’ focus for development and how it aligns with school foci for improvement, how the ‘plus one’ will be implemented in different classrooms/playrooms, and the sources of feedback that will both formatively and summatively allow evaluation of impact on learning and teaching.	
	<u>Action Cycle 3 – January 27 to March 27</u> By Feb 2027, almost all staff will have implemented a +1 to their teaching approaches and are able to evidence the impact on learning.	<u>Action Cycle 3 – January 27 to March 27</u> - 11th/ 14th Jan – Moderation - 1 Hour – Teams Meeting with Mark Burns - 2nd February (school moderation) - 17th Feb – Feb Inset Day – Mark Burns - 9th March (school moderation)	<u>Action Cycle 3 – January 27 to March 27</u> - Whole School +2 overview - Professional portfolios linked to teachers’ ‘plus one’. These will contain evidence of impact including a selection from the following: adaptations of lessons/schemes of learning, pupil voice, samples from jotters, video evidence from classroom/playrooms, QA feedback, lesson observations, quantitative attainment data - Samples of learners’ work to demonstrate where +1 are working well for learners and where impact could be greater.	

The inclusion of practitioner enquiry further strengthens the impact of this work. By systematically investigating the effects of their chosen “plus one” change within their own classrooms, teachers will generate evidence about what works best for their learners. This evidence informed approach supports more effective decision making and ensures that changes in practice are grounded in real classroom data rather than assumption.	<u>Action Cycle 4 – April 27 to June 27</u> By May 2027, almost all staff will have implemented a further +1 to their teaching approaches and are able to articulate and evidence the impact on learning.	<u>Action Cycle 4 – April 27 to June 27</u> - 28th April – LC CAT – Celebration prep – 2 hours 6th May – May Inset Day – +1 celebration - Mark Burns.	<u>Action Cycle 4 – April 27 to June 27</u> - Individual staff presentation materials - Professional portfolios which will contain evidence of impact including a selection from the following: adaptations of lessons/schemes of learning, pupil voice, samples from jotters, video evidence from classroom/playrooms, QA feedback from leadership/LA, lesson observations, quantitative attainment data - Samples of learners’ work to demonstrate where +1 are working well for learners and where impact could be greater. - Evidence of feedback leading to improvement	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2027/2028 or establishment maintenance agenda
• <i>Develop high-quality, evidence-informed pedagogy through incremental change</i> • <i>Foster collaborative professional learning and shared expertise</i> • <i>Empower teachers through practitioner enquiry and reflective practice</i> • <i>Improve learner outcomes by strengthening classroom teaching and learning</i> <i>In effect and ideally, this work will contribute to a sustainable culture of professional growth, where continuous improvement is embedded in everyday practice.</i>				

Improvement Planning and Standards and Quality Reporting for 2026/2027

Priority 3 Introduction to the CIRCLE Framework

<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 <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Young people's HWB; enhance impact of GIRFEC and partnership working	<u>Education Resources Priority (select from drop down menus)</u> Wellbeing, equality and inclusion Self-evaluation for self-improvement	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Attendance	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support <u>Quality Indicators for early learning and childcare (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity	How will we measure success? Measures	School Lead
The introduction of the <i>Circle Framework</i> (Education Scotland) is driven by our commitment to ensuring inclusive, equitable and high quality education for all learners. The framework provides a practical and evidence informed approach to supporting teachers in meeting the diverse needs of children by identifying and reducing	By October 2026, using the Framework, teachers are supported to identify strengths within their current practice, consider areas for development and take practical steps to improve. (self evaluation of inclusive practice). This will result in almost all teachers feeling more confident in supporting diverse needs. Throughout the 26-27 session, by focusing on inclusive pedagogy, teachers will consider how universal strategies can be adapted to support a wider range of learners, rather than relying solely on targeted or individualised interventions.	August 26-October 26 Staff training led by specialist support team on Inset Day 2 Through the PRD process, staff will be encouraged to engage with the Framework as part of their ongoing professional learning and practice. Staff will be given time during assembly/ hymn practice to complete self evaluation of own classroom and checklist as per the framework in an identified area (communication, environment etc) November 26- December 26	Almost all staff confidently apply the CIRCLE framework in planning and teaching. (forward plans, professional discussions, observations through class visits and learning walks) Learning environments are consistently inclusive across the school. (Observation, feedback from staff and pupils via checklists and self evaluation materials) Pupils report feeling supported, included, and able to access learning. (Pupil voice,	<i>M. Reid HT</i>

barriers to learning within everyday classroom practice.	By October 2026, almost all teachers will refer to, and begin to adopt, the guidance and practical strategies that can be embedded into daily practice, allowing staff to proactively address barriers to learning such as communication, environment, motivation and organisation meaning learners feel more included. By May 2027, the Framework will provide a common language and understanding across the school, ensuring more coherent and effective support for learners.	SST will lead a staff 'check in' and reflective discussion on engagement with CIRCLE. January 27-May 27 SLT will discuss engagement with the framework as part of ASN and tracking discussions with staff. SLT will continue to provide collegiate engagement time for staff during assembly/ hymn practice to allow for professional discussion and sharing of good practice (monthly). Staff views will be gathered through an evaluation of actions to date to establish the impact within individual classes.	What I think tool, Learner conversations, questionnaires etc) Data shows improved engagement, behaviour and attainment (referrals for reflection time are reduced, teachers report more regulated behaviours in class, reduced need for SLT support with disengaged or dysregulated children, less instances of disruption to learning times, ACEL and assessment information) Reduced need for reactive or individualised interventions (SLT required less often to support dysregulated behaviours, children are observed to be more engaged and spending more time within the classroom, increased evidence of learning in jotters reflects improved engagement).	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2027/2028 or establishment maintenance agenda
<i>Promoting inclusive, equitable learning environments</i> <i>Reducing barriers to participation and achievement</i> <i>Strengthening teacher confidence in supporting diverse needs</i> <i>Embedding consistent, evidence informed approaches across the school</i>				

PEF Improvement Planning and Standards and Quality Reporting for 2026/27

Allocation: £62, 475

<u>SLC Stretch Aims</u> 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	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity	How will we measure success? Measures	Mid year review RAG	End of year review RAG
Participatory Budget <i>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.</i>	PB- £3123 PEF- £3000 £6123	<i>Attendance and participation levels of target group is high. (Q1 comparable to Q5 levels of participation)</i> <i>Financial barrier to participation removed.</i>	<i>Participation Fees</i> <i>Transport Cost</i> <i>Wage of football coach</i>	<i>Participation levels- target and non target group</i> <i>Attendance at clubs and events</i> <i>Pupil feedback</i>		
Literacy The attainment gap is most evident 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	£5000	The attainment gap in literacy is closed with almost all children in the target group showing individual progress within their own learning journey. Progress is tracked through both standardised assessments and ongoing assessment which are school based.	Purchase and use of literacy software (IDL) ASN materials sourced and provided as required GL Standardised assessments purchased and assessment completed Reading materials sourced and provided to those with literacy	Assessment information and Class based tracking Engagement levels Pupil work- jotters/ observations etc Personal Learning Plans		

targeted groups of children.			difficulties eg. Barrington Stokes/ Rapid Readers etc			
Numeracy As with literacy an attainment gap is evident across stages in numeracy.	£3000	The attainment gap is closed with almost all children in the target group showing individual progress on their own learning journey. Progress is tracked through both standardised assessments and ongoing assessment which are school based	Teejay materials support class learning MALT math assessments purchased- help to track progress and identify gaps in learning. Target support materials made available to pupils including concrete materials and targeted workbooks/learning resources.	Assessment information and Class based tracking Engagement levels Pupil work- jotters/ observations etc Personal Learning Plans/ Achievement records		
Health and Wellbeing Children need to be ready to learn. The attainment gap for many learners is based on not just financial poverty but through pastoral, social and emotional gaps. Improved HWB can lead to improved attendance, participation and attainment.	£5000	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 Staffing will be used increasingly for this by keeping PT out with a class commitment. DHT and PT provide regular HWB support.	Seasons for Growth staff training and facilitation of group. Emotion Coaching training and support materials. Nurture room resourcing Purchase of sensory materials ASN pupil specific resources Transport costs to excursions.	HWB ASN group participation- Nurture/ Seasons for Growth etc Feedback from pupils Feedback from teachers Feedback from parents		
Staffing To provide additional support for learning to groups of children off track in literacy and those in need of HWB support to improve attendance and engagement.	S. R April- Aug 2026- £16, 523 L T Aug 27-Aug 28 (o.2 FTE) £15,589 Daily cover to support assessment or targeted intervention £2888 £35,000	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 0.6 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.		

Cost of the School Day. To maintain our reputation as a school with very good practice in relation to reducing the cost of the school day and ensuring that 'no child misses out'.	£10, 000	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			
TOTAL SPEND (incl carry forward) £	£64, 123					
Progress and Impact			Next Step(s) for session 2027/2028.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<i>Improving Our Writing</i>	<i>All class teachers and SLT</i>	<i>Ongoing</i>
Promotion of Skills Framework	All	Ongoing
Curriculum Improvement Cycle	All	Termly updates- ongoing
Pupil leadership of learning- quality feedback and target setting	All	January 2027

Evaluation of Quality Indicators

June 2026

1.3 – Good

We demonstrate good leadership of change, with a clear vision and values increasingly shaping practice. Self-evaluation is becoming more evidence informed and impacts positively on outcomes for most learners. Distributed leadership opportunities support collaboration and shared responsibility. Improvement planning is well considered, with staff involved in change. Further embedding of professional learning will ensure greater consistency and sustained impact.

2.3- Good

Positive relationships underpin a supportive learning environment. Almost all staff have a clear focus on engaging learners and improving outcomes. Most staff use a range of effective strategies to support learning, with increasing use of assessment to inform next steps. Learners are motivated and involved and assessment information is increasingly used to plan for progression and achievement.

3.1 – Good

Almost all make good progress in a supportive, inclusive environment which promotes wellbeing and achievement. Most children are engaged, motivated and developing confidence across their learning. Staff know learners well and respond effectively to their needs, with targeted support improving outcomes for individuals and groups. Approaches to wellbeing are embedded, with positive relationships underpinning a culture of respect and care.

3.2- Good

Staff use assessment information increasingly well to track progress and identify next steps. Targeted support for individuals and groups is improving outcomes and reducing gaps. Most learners achieve appropriate standards and most are making good progress. Continued focus on consistency will further enhance attainment for all.