Standards and Quality Report 2025 - 2026

St. Mun's Primary School

Context of the school

St. Mun's Primary is a Roman Catholic primary school based in the town centre of Dunoon. In session 2025/2026, the school roll consists of 12 pupils in one composite class. The Head Teacher, Brenda Reid, holds a joint Headship with Dunoon Primary School and supported by a management team of Deputy HT, Ms Susan McEwan, and Principal Teacher, Mr William Brown. Two part-time teachers, Mrs Elizabeth Drew and Mr Brown make up the teaching allocation of 1.2FTE. In addition to teaching staff, an Additional Support Needs Assistant, Mrs Anne Marie Gallagher supports learners across the school over three days. St. Mun's Primary School also employs a Clerical Assistant/Family Liaison Officer, Ms Samantha Wilson, and Janitor, Mr James Murray. The post of Family Liaison Officer is funded through PEF budget.

42% of pupils registered in St. Mun's live within SIMD decile 1-2 and are in receipt of Free School Meal Entitlement. 42% of pupils receive support through Child's Planning. In recent years, the school roll in St. Mun's Primary has fallen significantly. This has led to a change in the strategic direction of the school, with an increased necessity to support motivation and participation to secure engagement for all learners during this challenging transition. Our children, therefore, experience a curriculum that prioritises challenge and enjoyment through weekly outdoor learning sessions, swimming lessons, gardening and community engagement. These maximise the opportunity for personal achievement allowing our children to identify as successful learners beyond the classroom.

Attendance rates across the school prove a constant challenge. Average attendance every year since 2020 has consistently been below 90%. In the last year, individual high absence rates have affected the overall attendance outcome for the school; however, the introduction of the Family Liaison Officer role in supporting timekeeping, through working in partnership with parents and carers, has had an emerging positive impact on attendance for the majority of children.

The strength of St. Mun's Primary School lies in its partnership working with our local parish of Our Lady and St. Mun's Church. Our parish priest, Father Roddy, provides faith, pastoral and curriculum support for both pupils and staff. His regular art sessions are much loved by all. The school regularly attends mass in church and has become a vibrant addition to the congregation. Midweek morning mass takes place once a month in school and afterwards staff and children hold a tearoom for our parish community. This has become a well-attended, valued event within the church calendar. In playing host to our faith community, pupil confidence and leadership increases through inter-generational relationship building. St. Mun's Primary School also benefits from the wider support of the diocese. Bishop Brian and Father Ronald meet regularly with Mrs Reid and visit the school to help guide our learning in the catholic faith. St. Mun's staff are in the early stages of developing a collegiate relationship with other Argyll & Bute faith schools within the Argyll and the Isles Diocese. Last yyear staff from St. Mun's and St. Columba's PS in Oban worked together to reflect on faith teaching and learning.

Our school also works effectively in partnership with Clyde Cottage Nursery. Learners from St. Mun's support and lead play activities for children in the ELC. This has developed their skills as leaders and role models while promoting empathy and caring for others.

In the coming year, following on from the rapid change in the school community, St. Mun's will revise its Vision, Values and Aims to reflect best our current ethos. At the time of writing, the Vision, Values and Aims are as follows and we will be engaging with all stakeholders to refresh our mission statement in line with Argyll and Bute's Our Children, Their Future: Thriving Together.

Our Vision: Our school vision was created in collaboration with our pupils, parents and wider community. They told us that they aspire for St. Mun's to be a FAMILY. This means they want St. Mun's to be a school of

Faith, Ambition, Motivation, Inclusion and a Yearning to learn!

Our Values: Our school community prioritise the following values of Faith, Kindness, Respect and Honesty.

Our Aims: We aim to

- provide a creative curriculum that motives and engages all learners.
- build a community that values and promotes kindness.
- encourage pupils to take part in school and community life
- celebrate achievement for all pupils.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	Self-evaluation is well-established and increasingly robust, with a clear focus on improving outcomes for learners. Staff engage regularly in focused professional dialogue, drawing on a range of quantitative and qualitative evidence to inform improvement priorities. There is emerging evidence that self-evaluation is leading to measurable improvements in learner progress, particularly through targeted interventions. Staff demonstrate a growing understanding of highly effective practice through engagement with professional learning and relevant research. Approaches are becoming more systematic and consistent, although further work is required to ensure greater pace and consistency in impact across all areas.	• Regular tracking and monitoring of attainment data. • Evidence of responsive planning linked to data *(Progress & Achievement Data, Tracking and Monitoring spreadsheets).* • Staff engagement in PRD and professional learning • Use of HGIOS4 to inform improvement priorities (*SIP, Collegiate calendar).*	3 - Satisfactory
1.3 Leadership of Change **This QI also focusses on the following aspects of empowerment:** • **curriculum;** • **improvement activities;** • **parental and community engagement; and** • **pupil participation.**	**Theme 1** The school's ethos is strongly aligned with Argyll and Bute's Our Children, Their Future – Thriving Together. Relationships across the school and parish community are highly positive and respectful, contributing to a clear sense of belonging and shared purpose. The refreshed Vision, Values and Aims are increasingly embedded in practice, although further work is required to ensure these are consistently understood and articulated by all stakeholders.	• Parent and partner survey data demonstrates engagement with the initial review process and provides early indicators of priorities for our school community. • Displays highlight current VVA for the children, staff and visitors. • Positive relationships, actively developed with wider faith community, have positively influenced the ethos of the school to inform the refresh of the VVA.	3 - Satisfactory

	Theme 2 There is a clear strategic direction, informed by robust use of data and evidence. Staff demonstrate a shared commitment to continuous improvement, and are increasingly confident in identifying strengths and areas for development. Improvement planning is well-informed, with early evidence of positive impact on learner outcomes, particularly through targeted interventions. **Theme 3** Staff are empowered and supported to lead change, including the development of outdoor learning and emerging pedagogical approaches. Opportunities for meaningful pupil leadership are developing, with early evidence of increased pupil voice. Further work is required to ensure pupil participation leads to measurable impact on decision-making and improvement priorities.	*(Survey data, displays)* • Progress & Achievement data and Tracking & Monitoring records demonstrate improved outcomes for all children. • SIP priorities informed by attainment data. • Tracking and monitoring informs Stage 1 and 2 intervention planning for targeted interventions including small group work, Catch Up literacy, Toe-by-Toe, Nessy Spelling and Numeracy support. All children identified through T&M as 'Working Towards' or 'Not on Track' (as of June 2026 a total of three children). • Where learners are identified as 'Exceeding' in T&M, Stage 1 intervention planning in place to secure pace and challenge (2 learners as of June 2026). This includes individualised curriculum and small group/individual working. • Ongoing tracking of attainment shows planned interventions secure progress in learning for all pupils detailed above. Data demonstrates significant gains in attainment at point of implementation of intervention, with steady progress then secured through continued support thereafter. *(Attainment data, Tracking & Monitoring records, Stage 1/2 intervention planning, SIP)* Regular staff meetings ensure ongoing reflection on progress.	

		SIP identifies Learning, Teaching and Assessment priority. Initial participation in CLPL around the Northern Alliance LTA framework *(SIP, staff meeting minutes, teacher LTA survey data)* Development of RRS steering group and pupil voice	
2.3 Learning, teaching and assessment	Across St. Mun's Primary, learning, teaching and assessment is developing positively, with strengths in relationships and inclusion. Practice is not yet consistently strong across all contexts, and further work is required to ensure greater challenge, pace and consistency. **Theme 1** Relationships across the school are very strong, underpinning a nurturing and inclusive learning environment. Almost all children feel safe and respected, and most are engaged and motivated in their learning. Children are increasingly taking ownership of their learning, although this is not yet consistent for all learners. **Theme 2** Teachers are beginning to implement a wider range of effective pedagogical approaches. There are early signs of improved learner engagement, supported by digital technology. However, learning experiences require further development to ensure consistently high levels of challenge and differentiation, particularly for higher-attaining learners.	• Pupil survey data in demonstrates that 90% children feel safe, feel that there are positive relationships in school and staff treat them with respect. • Recent parental survey data in June 2025 demonstrates that 90% parents feel their child likes being at school and feel they are treated with respect. All parents who responded to the survey feel their child is safe at school. *(Parental survey data, GMWP/PASS survey data, Rights Respecting Schools floorbook and display)* • Forward plans evidence challenge and differentiation in teaching and learning. • Feedback in jotters demonstrates high expectations of all learners. *(Forward plans, jotters)* • Each classroom is equipped with an interactive whiteboard, iPads and laptops. Supporting the promotion of children's digital literacy skills and digital learning, these are being increasingly integrated into everyday practice. • June 2026 Progress data shows strong pupil progression:	3 - Satisfactory

	Our Working Time Agreement (WTA) and Quality Assurance Calendar provide opportunities for quality professional learning closely aligned to our school improvement plan priorities. **Theme 3** Assessment approaches are becoming more robust and effective, with increasing use of data to inform next steps. Moderation is beginning ro develop within the school and across the cluster, supporting more reliable teacher judgement. Our staff communicate children's progress effectively to parents and learners, using their assessment evidence to inform their discussions. **Theme 4** Planning across the curriculum is structured and increasingly responsive to learners' needs. Staff have a clear understanding of learner progress, supported by tracking and monitoring systems. The next stage is to ensure greater coherence and progression across all curricular areas, with a sharpened focus on raising attainment.	○ 100% in Numeracy and Listening & Talking ○ 89% in Reading and Writing. One pupil did not demonstrate progression and individual planning with Stage 2 intervention is in place, however ongoing complex issues significantly impacted on success of the support being provided. • Staff engage in planned CLPL activities to help develop their own learning and progress our school improvement priorities. *(Staff meeting minutes, QA Calendar).* • A range of assessment information informs our teacher professional judgments at three key points throughout the session. • Staff use assessment effectively to plan and provide support in class through differentiation and to identify children who require more support for learning. *(WTA and QA calendar, P&A data, T&M Spreadsheet)* • There are regular opportunities built into the calendar to report progress to parents and children through termly target reports and parents' evenings. Regular curriculum open afternoons provide opportunities for parents to learn alongside children in class. *(Target sheets/reports, QA calendar)*	

		• Assessment/Learning Folders give an overview of individual progress made. • Assessment information includes both standardised assessment data and evidence of learning to inform teacher judgement. *(Learning Folders)* • Forward plans demonstrate planning for individuals and groups, with clear progressions evident to inform next steps in learning. • Targeted Stage 1/2 interventions planned for all pupils assessed as working towards or not on track in attaining the appropriate CfE level. PEF is used effectively to close attainment gap for those pupils experiencing poverty. PEF planned using attainment data to identify learners and assessment data to identify learning needs. Effectiveness of interventions monitored and tracked over time, securing ongoing progression for all identified pupils, including those assessed as being 'on track'. • Stage 2 interventions include highly individualised curriculum planning and individual support to engage with learning activities. Interventions such as Nessy spelling and Catch Up literacy are individually supported. *(Forwards plans, staged intervention planning, PEF plan and reporting, attainment data)*	

3.1 Ensuring wellbeing, equality and inclusion	St. Mun's Primary provides a highly nurturing, inclusive and supportive environment, where children feel safe, valued and respected. Relationships are a key strength of the school. Approaches to wellbeing are well-developed, with most children demonstrating a strong sense of belonging and positive wellbeing. Next steps include further strengthening the evaluation of impact of interventions to ensure sustained improvements for targeted groups. The school provides a nurturing and inclusive environment where relationships are strong and pupils are well supported. **Theme 1** St. Mun's has embedded a nurturing and supportive environment that promotes the wellbeing of all pupils. Children report feeling safe and are confident in approaching staff for support. The whole school community is actively involved in promoting a positive, inclusive ethos where everyone is respected **Theme 2** St. Mun's meets its statutory duties effectively and demonstrates a strong commitment to equity including supporting children with Additional Support Needs and ensuring our curriculum is inclusive. We have clear processes of identifying and assessing learning needs. **Theme 3** St. Mun's Primary School has a strong focus on equity and inclusion, ensuring that all pupils have the opportunity to succeed. Our inclusive approach is reflected in our commitment to	• Positive relationships observed across the school • Development of UNCRC and rights-based ethos. • Targeted support for ASN pupils • High levels of engagement and participation • Strong partnerships are evident with external agencies as evidenced in communications with Social Work team and child's planning processes. *(Child Protection processes and Child's Plans)* • Pupil Wellbeing assessments demonstrate that 90% pupils have a positive attitude to school and recognise that they are successful learners. Parental surveys show that 100% pupils feel safe in school. *(GMWP, PASS, parental surveys)* • Observations of the interactions between our parish community and children evidence respectful and nurturing relationships where children are valued. • Robust safeguarding and child protection processes and all staff take part in annual Child Protection CLPL. *(CP policy, training mandates)* • Curriculum planning demonstrates a commitment to remove barriers to learning for disadvantaged learners and those living in poverty. Opportunities for all learners to achieve success are maximised.	4 - Good

	closing the attainment gap through effective PEF planning and monitoring with targeted use of PEF beginning to have a positive impact on closing the attainment gap.	*(Outdoor Learning and Swimming in weekly timetables, regular participation in Mass and community events, differentiated learning pathways in Forward planning).*	
3.2 Raising attainment and achievement	Attainment remains below local and national averages, however, there is clear evidence that most learners are making good progress over time, particularly within their individual learning pathways. **Theme 1** Owing to the small numbers of pupils in P4, attainment in 2025/2026 remains below local and national averages; however, almost all pupils are making good progress over time. Over the course of the school year, all pupil made good progress in Talking & Listening and Numeracy, with most making progress in Reading and Writing. Literacy and Numeracy are central to school improvement planning and our levels of attainment in these areas are good for those working within expected levels for their stage of learning. **Theme 2** Tracking and monitoring systems are robust and increasingly effective, enabling staff to have a clear understanding of individual progress. Interventions are well-targeted and beginning to demonstrate impact. **Theme 3** Children benefit from a range of wider achievement opportunities, which support	• Data demonstrates that 100% pupils who consistently attended St. Mun's between June 2025 and June 2026 made progress. 25% of pupils moving from Working Towards to Expected to Achieve or Expected to Achieve to Exceeding. • Termly learning discussions allow teachers and SLT to monitor progress over time and plan effectively for individual learners and moderate judgement decisions. • Argyll and Bute P&A Data console is used by the SLT alongside tracking and monitoring to plan for school improvement priorities *(Tracking and monitoring, P&A Data)* Staff are developing an understanding of the data. They are able to explain the progress being made by every child. This ensures that we are targeting interventions and improvement priorities effectively and realistically to benefit our learners. *(Tracking and monitoring data)*	3 - Satisfactory

	confidence, skills development and engagement. These experiences are a notable strength of the school. **Theme 4** There is a clear commitment to equity, with targeted interventions beginning to reduce barriers to learning. Next steps include ensuring greater pace of improvement in attainment, alongside continued focus on attendance and engagement.	Children in St. Mun's participate in weekly swimming sessions and successes in the pool are celebrated. Weekly Outdoor Learning sessions build opportunities for individual success and wider achievement within a different learning context. Children also fundraise for the local community local and national charities during Lent. They work closely with our parish priest to plan and lead charitable efforts, as well as participation in Mass and community events. All children had an opportunity to participate in Easter, St. Andrew's Day and Christmas performances, displaying their talents through drama and singing. P5 and 6 pupils performed with the Scottish Opera school programme. *(Observation of performance and verbal feedback from parents and parishioners, Outdoor Learning curriculum planning)* Planning folders demonstrate progression across all other curriculum areas. *(Forward Planning folders).* Attendance levels are monitored closely by the head teacher and patterns of non-attendance (e.g. for vulnerable groups) are targeted and dealt with effectively through daily tracking. St. Mun's are able to evidence improved attendance and time keeping for some individuals identified through monitoring processes. The introduction of a walking bus led by PEF funded Family Liaison Officer has improved timekeeping for many children. *(Attendance data)*	

Evaluation 6-point Scale	
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

Review of SIP | Priority 1

Increase Attainment in Reading

Progress and Impact:

Targeted interventions have been implemented, including guided reading, diagnostic assessment and small group support. Staff have engaged in CLPL focused on reading pedagogy. Progress data shows 89% of pupils have improved in reading**.**

Improved pupil progress:

100% of pupils who consistently attended St. Mun's between June 2025 and June 2026, made progress in reading over the session. 25% of pupils made significant progress moving from with Working towards to On Track, or On Track to Exceeding, demonstrating that targeted interventions and improved pedagogy are having a positive impact.

Increased staff confidence and consistency:

Staff demonstrate an improved understanding of effective reading strategies and are increasingly applying these consistently across learning and teaching.

Improved targeting of support:

Diagnostic assessment is beginning to identify learners' needs more effectively, resulting in better targeted interventions for individuals and groups.

Positive engagement from pupils:

100% of pupils are observed as having increased confidence and engagement in reading activities, specifically around the presentation of reading skills in performances and masses. 90% of current pupils demonstrate a positive attitude towards reading as evidenced through classroom observations and learner discussions.

Overall Evaluation of Impact

100% of pupils who consistently attended St. Mun's between June 2025 and June 2026 are attaining at appropriate levels or beyond within Reading. 43% of learners are Exceeding.

Next Steps:

Continue and refine targeted interventions to further raise attainment.

Strengthen moderation and assessment practices to ensure consistency of judgement.

Increase parental engagement to support reading at home.

Extend opportunities for reading across the curriculum.

Maintain a strong focus on equity to continue closing the attainment gap.

Review of SIP | Priority 2

Improving Learning, Teaching and Assessment

Progress and Impact:
Staff have engaged in collaborative professional learning and peer observations. Increased consistency in pedagogy is evident, with improved learner engagement.

Improved consistency in pedagogy:

Staff beginning to gain a clearer, shared understanding of high-quality learning and teaching approaches, resulting in more consistent practice across the school.

Increased professional confidence and collaboration:

Staff are developing the skills to articulate how professional learning has impacted their practice, and collaborative dialogue has strengthened shared expectations.

Positive impact on pupil progress:

Initial improved pedagogy has contributed to strong pupil progress across literacy and numeracy, with the majority or all pupils making expected progress. Data demonstrates that 100% pupils who consistently attended St. Mun's between June 2025 and June 2026 made progress. 25% of pupils moving from Working Towards to Expected to Achieve or Expected to Achieve to Exceeding.

Enhanced learner engagement:

Observations and pupil voice indicate that learners are increasingly engaged and are developing a better understanding of their learning and next steps.

Overall Evaluation of Impact

There is clear evidence of improvement in learning, teaching and assessment, with practice moving from Satisfactory towards Good. Increased consistency and staff confidence are beginning to positively impact learner experiences and outcomes. Despite improvements in progress, attainment remains below national comparators and therefore increasing pace of improvement remails and key priority.

Next Steps:

Further develop consistent high-quality pedagogy across all learning experiences.

Strengthen assessment approaches, including moderation and use of data.

Increase pupil ownership of learning and understanding of next steps.

Continue professional learning aligned to identified needs.

Review of SIP | Priority 3

UNCRC Rights Respecting Schools

Progress and Impact:

The school registered for Rights Respecting Schools Award (RRSA) and carried out an initial audit. [

A pupil and staff steering group was established to lead the work.

Staff accessed training on UNCRC and RRSA framework.

An action plan was developed and shared across the school community.

UNCRC embedded in assemblies, class learning and school ethos.

Communication with parents and partners increased awareness and engagement.

Increased awareness of children's rights:

Staff and pupils demonstrate a growing understanding of the UNCRC and can discuss key rights and their relevance.

Improved pupil voice and participation:

The establishment of a steering group has increased opportunities for pupil leadership and involvement in school decision-making.

Positive impact on relationships and wellbeing:

Embedding a rights-based approach has strengthened relationships across the school, contributing to a nurturing and respectful ethos.

Enhanced school ethos:

Rights-based language is becoming embedded in everyday practice, supporting inclusion and equality.

Overall Evaluation of Impact

Strong progress has been made towards embedding a rights-based approach. The work is having a positive impact on ethos, relationships and pupil participation, with clear progress towards achieving RRSA Bronze.

Achieved Rights Respecting Schools Bronze Accreditation.

Next Steps:

Further embed rights across curriculum planning and learning.

Increase opportunities for pupil leadership and decision-making.

Continue to engage families and partners in understanding children's rights.

Achieve Rights Respecting Schools Bronze Accreditation.

Review of SIP | Priority 4

Education Vision and Strategy

Our Children, Their Future – Thriving Together

Progress and Impact:

The refreshed Our Children, Their Future – Thriving Together vision and strategy was shared with staff, pupils, families and partners through assemblies, meetings and school communications.

The school began to embed OCTF within the school context, linking it to vision, values and aims.

Opportunities were created for pupils to engage with the five key priority areas through class activities and school events.

Evidence of implementation was captured through displays

Increased awareness across the school community:

Staff are beginning to demonstrate a clear understanding of the five key OCTF priority areas, and some pupils can identify and discuss them within the context of their learning.

Improved pupil engagement and understanding:

Learners are beginning relate school experiences to the OCTF priorities, supporting the development of ambitious, nurtured and lifelong learners.

Strengthened school ethos and values:

OCTF has begun to support the wider ethos of the school, supporting a shared vision rooted in inclusion, wellbeing and achievement.

Enhanced partnership working:

Increased communication with families has supported greater awareness and engagement with the school's vision and priorities.

Overall Evaluation of Impact

Some progress has been made in raising awareness and embedding understanding of OCTF across the school community. The work is beginning to positively influence ethos, relationships and learning experiences.

Next steps:

Fully embed OCTF within curriculum planning and self-evaluation processes.

Increase opportunities for pupils to demonstrate and apply understanding of the five priority areas.

Strengthen parental awareness and engagement further.

Continue to gather evidence of impact through pupil voice, surveys and self-evaluation activities.

Review of SIP | DEVELOPING IN FAITH PRIORITY

Improving Religious Education in First and Second Level through interdisciplinary learning.

Progress and Impact:

Collaborative planning was undertaken by staff to embed the four core themes (Mystery of God, In the Image of God, Revealed Truth of God, Son of God) across the curriculum.

Interdisciplinary links are starting to be developed across Literacy, Numeracy, Health & Wellbeing and Social Studies

Staff started to work to developing approaches to assessment within Religious Education.

Opportunities were created for pupils to reflect on and discuss their faith learning.

Improved curriculum coherence:

Religious Education is beginning to be more clearly embedded across the wider curriculum.

Increased pupil understanding of faith:

Most pupils are increasingly able to make connections between their faith and other curricular areas, demonstrating a deeper understanding through discussion and reflection.

Enhanced learner engagement:

Interdisciplinary approaches have supported greater engagement, with pupils showing interest in exploring faith through a variety of contexts.

Development of reflective learners:

Children are more confident in articulating their learning in relation to faith and values and are beginning to apply this understanding across school experiences.

Overall Evaluation of Impact

There is clear evidence of improvement in the delivery of Religious Education, with learning becoming more coherent, relevant and meaningful for pupils. The integration of faith across the curriculum is supporting both engagement and understanding.

Next Steps

Further develop assessment approaches in Religious Education to support tracking of progress.

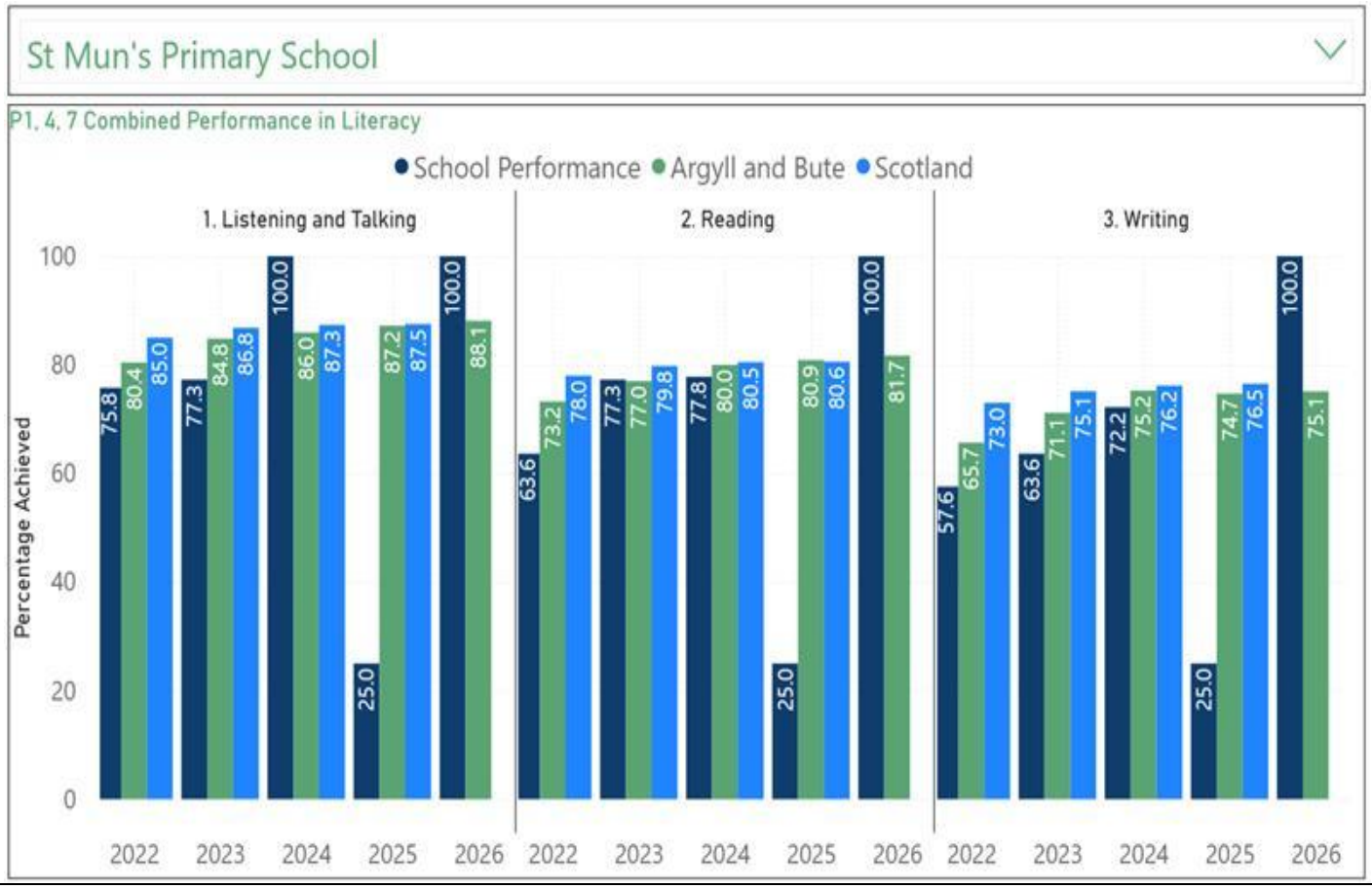
Continue to strengthen interdisciplinary planning and progression across levels.

Provide further opportunities for pupils to apply faith learning across wider contexts.

Enhance opportunities for pupil reflection, discussion and leadership within faith learning.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2021/22, 2022/23, 2023/24, 2024-2025 and 2025/2026 (teacher judgement – confirmed levels – 5 year trend).



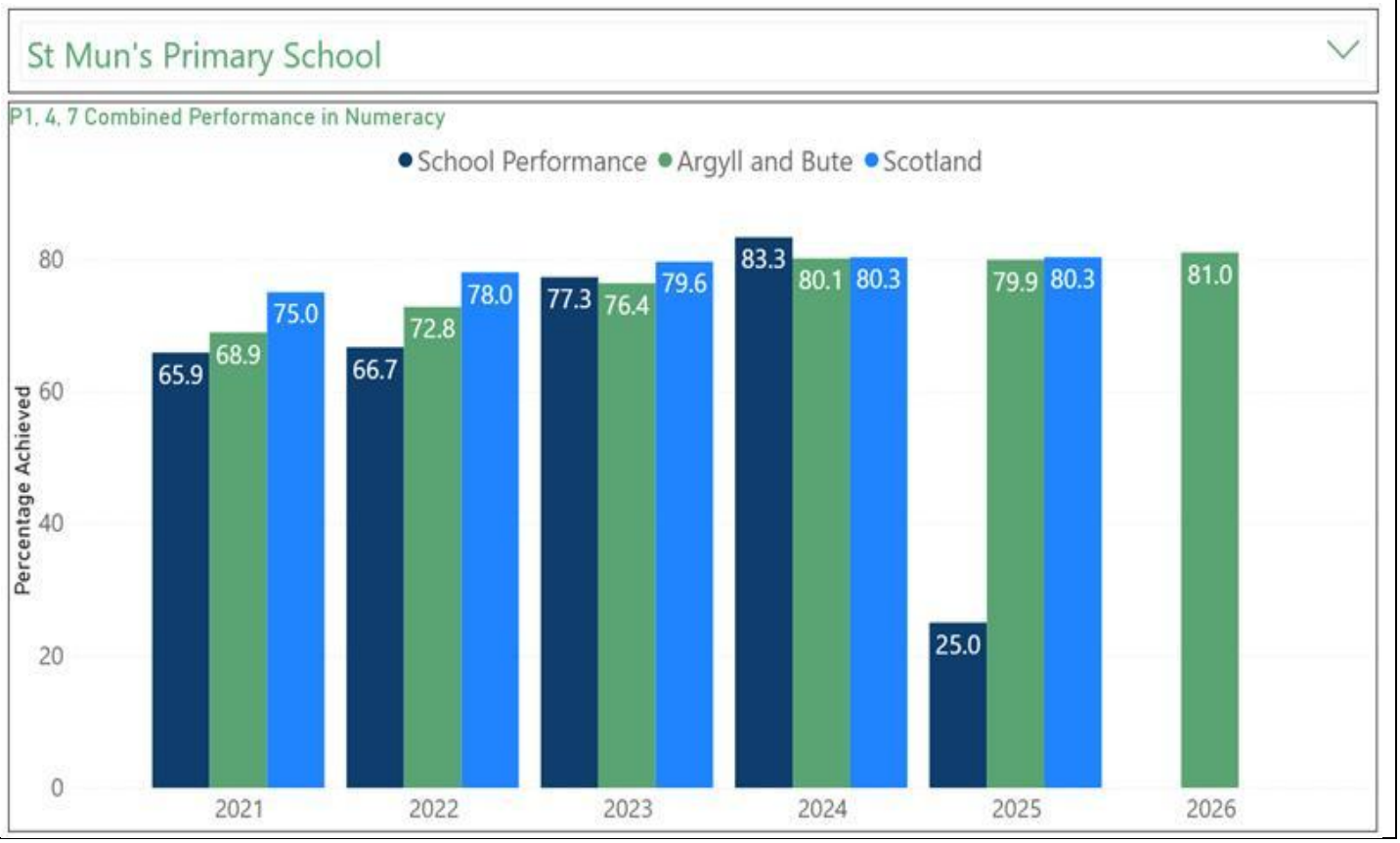
Please Note:

The above data (1.1) reports achievement of a level – P1/P4/P7 combined.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2021/22, 2022/23, 2023/24, 2024-2025 and 2025/2026 (teacher judgement – confirmed levels – 5 year trend).

NUMERACY



Please Note:

The above data (1.2) reports achievement of a level – P1/P4/P7 combined.

Wider achievements

- **What opportunities for wider achievement were offered?**
- **What systems are in place to track and monitor participation?**
- **How have you addressed any gaps in participation?**

Evidence from tracking and monitoring data demonstrates that almost all pupils actively participate in school activities and learning experiences, reflecting high levels of engagement across the school community. This is further supported by PASS and Glasgow Motivation and Wellbeing Profile data, which indicate improved engagement, participation and positive attitudes towards learning for all learners.

Weekly swimming lessons have made a significant contribution to the development of pupils' confidence, resilience and personal agency. Participation data and learner reflections demonstrate the positive impact of this provision within the PE curriculum, with pupils regularly celebrating their success and progression in swimming skills. These achievements contribute effectively to pupils' wellbeing and confidence in taking on new challenges.

Pupils following highly individualised learning pathways have achieved success in meeting their personal learning targets. Robust tracking and monitoring processes provide clear evidence of progress across individual pathways, demonstrating that learners are developing skills, confidence and independence in line with their identified needs and next steps.

The school has strengthened partnerships with a range of community organisations to extend learners' wider achievement opportunities. Through initiatives such as Health Week, pupils have benefited from high-quality experiences delivered in collaboration with partners including Dunoon Youth Football League, NHS health colleagues, the GRAB Trust and local sports organisations. These experiences have enhanced learners' understanding of health and wellbeing while developing a range of transferable skills.

Pupil leadership is a notable strength. Leadership groups successfully researched, selected and supported charities during Lent, raising funds for both SCIAF and a local charity. Through this process, pupils demonstrated skills in decision-making, teamwork, planning and leadership while developing their understanding of social responsibility and global citizenship.

Pupils also take a leading role in the organisation and delivery of the monthly parish tearoom. Learners are actively involved in planning and preparation, serving refreshments, welcoming guests and providing entertainment. These experiences contribute meaningfully to the development of communication, customer service, enterprise and interpersonal skills while strengthening links between the school and parish community.

Tracking and monitoring of participation in wider community activities highlights an important area for improvement. Data indicates that most pupils do not currently engage in clubs, sports or organised activities outwith school, with a significant disparity evident between learners from the lowest and highest SIMD quintiles. While the school provides a broad range of in-school opportunities, increasing participation in community-based activities remains a priority in order to promote equity, broaden experiences and support the development of skills for learning, life and work.

Next Steps

To further strengthen approaches to wider achievement, the school will:

- Develop a more systematic approach to tracking and profiling skills developed through wider achievement opportunities.

- Track and celebrate skills progression across activities including:
    - Participation in Mass and the parish tearoom
    - Outdoor learning
    - Swimming sessions

  - Gardening projects
  - Partnership working with Clyde Cottage ELC

- Strengthen partnerships with community organisations to increase participation in clubs, sports and wider community activities, particularly for pupils facing barriers to engagement.

- Enhance the identification, recording and celebration of wider achievement to ensure learners can articulate the skills they are developing for learning, life and work.

Overall, the school is successfully providing a range of meaningful opportunities that are enhancing pupils' confidence, leadership and skills development. Strong evidence demonstrates positive outcomes for learners through pupil leadership, community engagement and personalised learning pathways. Continued focus on widening access to community-based opportunities and strengthening skills tracking will support further improvement and greater equity for all learners.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Pupil Equity Funding has been strategically deployed to address identified barriers to learning and improve outcomes for targeted learners. This has included:

- Additional staffing (teaching and ASNA support) to provide targeted interventions
- Targeted literacy and numeracy interventions informed by robust tracking and monitoring
- Enhanced family and community engagement through the Family Liaison Officer (FLO)
- Targeted strategies to improve attendance and reduce late arrivals

The targeted use of PEF is beginning to demonstrate measurable impact across a number of key areas:

- Improved engagement for targeted learners, with most demonstrating increased participation in learning
- Sustained progress in literacy and numeracy, particularly within identified groups
- Effective individualised planning supporting learners with ASN, leading to improved outcomes
- Early evidence of narrowing the attainment gap, particularly for pupils affected by poverty
- Increased parental and community engagement, with stronger partnerships evident
- Significant improvements in timekeeping, resulting in learners being more consistently ready to engage in learning

Progress and Impact

In session 2025–2026, PEF was focused on three key priorities to secure improved outcomes:

1. Targeted staffing to support literacy and numeracy

2. Outdoor learning to improve wellbeing and engagement

3. Family Liaison Officer to improve attendance and engagement

1. Targeted Staffing: Literacy and Numeracy

Despite initial recruitment challenges, Pupil Equity Funding (PEF) was used effectively to secure an additional 0.4 FTE teacher during Terms 2 and 3, strengthening capacity to deliver targeted support. Learners requiring intervention were identified through rigorous analysis of attainment data and robust tracking and monitoring procedures. Evidence-informed literacy and numeracy interventions, including *Catch-Up Literacy* and *SEAL Maths*, were implemented and regularly evaluated by teaching staff. This responsive approach ensured support was tailored to identified needs and contributed to improved learner engagement, progress and attainment

Targeted learners, primarily within SIMD deciles 1–2 (83% FSME), received structured interventions delivered by teaching staff and supported by ASNAs. Baseline data indicated a significant attainment gap and insufficient progress in previous sessions.

There is now clear evidence of improved progress over time:

- Evidence from tracking and monitoring demonstrates sustained progress for the targeted P6 cohort across three years of intervention. Since receiving targeted learning support in P4, 75% of learners have made good progress in Literacy, with all learners progressing from *Working Towards* to *On Track*. This progress has been sustained over time, highlighting the effectiveness of targeted interventions in mitigating the impact of contextual barriers and improving learner outcomes.
- As a result, 75% of P7 pupil in 2026/27 are on track to achieve Second Level literacy, with 100% achieving expected progress in numeracy
- Staff demonstrate increased confidence in using data to target and adapt interventions effectively

Learners experiencing highly individualised pathways (including those supported through Child's Planning) have made measurable progress, supported by consistent, tailored interventions. This demonstrates the school's strong commitment to equity and inclusion.

Overall impact:

Targeted staffing has contributed effectively to improved learner outcomes, accelerating progress for identified learners and supporting increased attainment. Evidence indicates positive gains in literacy; however, further refinement of targeted approaches is required to increase the rate of improvement and secure sustained progress for all learners**.**

2. Outdoor Learning

Analysis of PASS and Glasgow Motivational Scale data identified a cohort of pupils experiencing low motivation, reduced confidence and dysregulated behaviours, strongly linked to poverty-related barriers and low attainment.

Outdoor learning was implemented as a targeted intervention to improve wellbeing, engagement and self-efficacy. There is clear and measurable evidence of positive impact:

- Dysregulated behaviours have reduced for most targeted learners
- Almost all pupils demonstrate improved attitudes to school and increased confidence
- Most learners show increased engagement in learning, which is reflected in ongoing progress within tracking and monitoring data

Outdoor learning has provided learners with meaningful opportunities for success, contributing to improved self-esteem and readiness to learn.

Overall impact:

This intervention has had a significant positive impact on wellbeing and engagement, which is beginning to translate into improved attainment outcomes.

3. Family Liaison Officer (FLO): Attendance and Engagement

Robust analysis of attendance, participation and engagement data identified low parental engagement and poor attendance patterns, particularly for learners affected by poverty.

The FLO has played a key role in strengthening relationships between school and families, resulting in measurable improvements:

Parental Engagement

- Increased parental participation in school events, with 100% attendance at key events such as the nativity and parents' evenings
- All parents engaged in Parent Council discussions and PEF planning, demonstrating increased partnership working
- Improved confidence and participation of pupils in community-facing events, including Mass and parish activities

Attendance and Timekeeping

The introduction of a targeted Walking Bus intervention has had a significant positive impact on attendance and punctuality for identified learners. Analysis of SEEMis data demonstrates that the intervention has effectively reduced barriers to school attendance and supported children to arrive at school on time, ready to learn.

For the targeted group, average occasions of lateness reduced substantially from 31 per pupil in 2024/25 to 5.6 per pupil in 2025/26, representing a significant improvement in punctuality. This reduction in late arrivals has increased learners' access to teaching and learning opportunities and has supported improved engagement at the start of the school day.

Attendance data for the targeted cohort also demonstrates sustained improvement over time, increasing from 84.6% in 2023/24 to 89.4% in 2024/25, and remaining significantly above the baseline at 88.6% in 2025/26. This evidence indicates that the Walking Bus has contributed positively to improving attendance patterns for children previously identified as being at risk of lower attendance and poor punctuality.

Target Group	**2023-2024**	**2024-2025**	**2025-2026**
Average Attendance	**84.6**	**89.4**	**88.6**
Average Occasions Late	**23**	**31**	**5.6**

The intervention has strengthened relationships between families and the school, promoted positive routines and increased learners' readiness to engage in learning. Overall, evidence demonstrates that the targeted Walking Bus initiative has had a measurable and sustained impact on attendance, punctuality and learner engagement, contributing positively to improved outcomes for targeted pupils.

Next Step: Continue to monitor the impact of the Walking Bus through SEEMis attendance and lateness data and explore opportunities to extend the intervention to other pupils and families who may benefit from additional support in securing regular attendance and punctuality.

Wider Engagement

- Increased pupil confidence, participation and sense of belonging through community-based activities
- Improved relationships with families, enabling more effective support for learning
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Overall, the FLO has made a substantial contribution to closing poverty-related gaps in attendance and engagement by building positive relationships with families, increasing parental participation and implementing targeted interventions that have demonstrably improved learner outcomes. Evidence indicates that the role has strengthened family engagement, improved attendance and punctuality, and enhanced pupils' confidence, participation and sense of belonging, contributing significantly to the school's inclusive ethos and commitment to equity.

Next Steps

Continue to use attendance, engagement and participation data to target support for learners experiencing barriers to attendance.

Sustain and develop the Walking Bus initiative for identified families and explore opportunities to extend this support where appropriate.

Further strengthen parental involvement in children's learning through family learning opportunities and collaborative school improvement activities.

Continue to monitor and evaluate the impact of the FLO role on attendance, engagement, wellbeing and equity outcomes for learners and families.

Overall Evaluation of PEF Impact

The strategic use of PEF is well-targeted and increasingly effective, with clear evidence of improved engagement, wellbeing and learner progress. Interventions are appropriately aligned to identified need, and there is a growing evidence base demonstrating impact.

While attainment remains below local and national expectations, the school is well placed to continue improving outcomes, particularly through its strong focus on equity, inclusion and partnership working.

Next Steps

- Accelerate progress in Literacy attainment, ensuring increased pace and challenge for all learners
- Further embed robust evaluation of interventions to demonstrate sustained impact over time
- Increase participation in wider and extracurricular opportunities, particularly for disadvantaged learners

- Continue to strengthen family engagement and attendance, building on the success of the FLO role
- Ensure consistency of high-quality targeted support across all areas of the curriculum.
- Attendance continues to negatively impact outcomes for a small number of learners and these individuals will form a target group for the work of the FLO in 2026/2027.