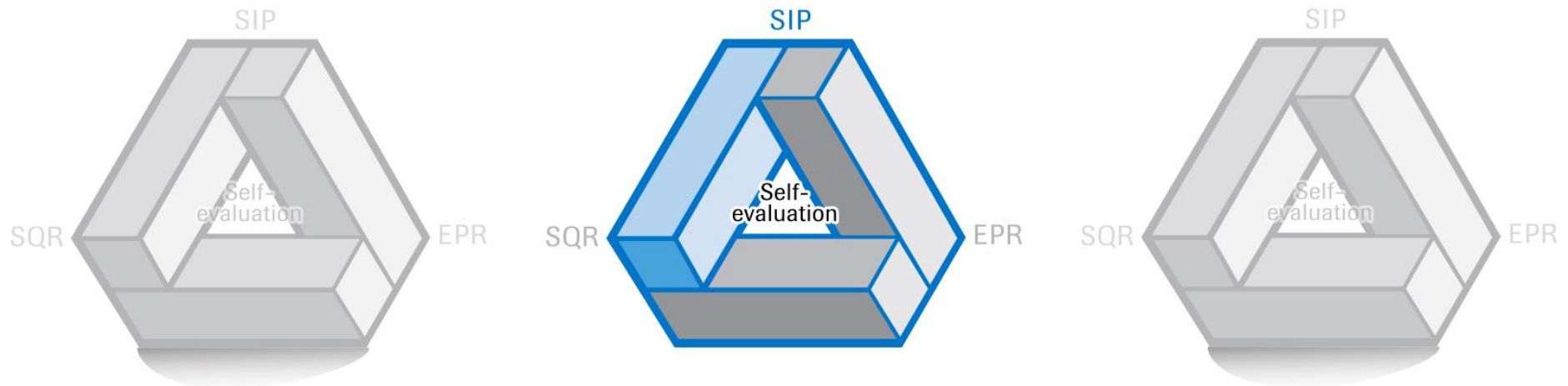




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# Supporting Improvement: **School Improvement Plan**



Establishment	<b>Clyde Primary School</b>
Head of Establishment	<b>Scott Mowat</b>
Local Improvement Group	
Head of Service	
Area Education Officer/ Quality Improvement Officer/Link Officer	<b>Linda Logue</b>

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### Action Plan Summary for Stakeholders

#### **1. Our Vision, Values and Aims**

Our Vision and Values has been renewed following consultation with all stakeholders during the session 21-22. This was formally launched in May 2022.

#### **Our Vision:**

To ensure every child is nurtured, safe and included within a challenging and inclusive learning environment. Our committed staff will be highly skilled, ambitious and aspirational and support each other to provide the highest quality education. We aim for all children to develop a positive attitude to learning and the world around them.

## 1. Our Vision, Values and Aims

The values fostered in Clyde Primary School are the basis for achieving of vision: Ready, Respect, Safe & Kind

## 2. Summary of our self-evaluation process.

All staff have been involved in our self-evaluation process in 2021-22. The key areas for self-evaluation have been:

- Regular SIP reviews as whole staff and SLT
- Consultation with P4-6 on their views of school improvement and HMle style questions for views
- Looking Outwards at recent HMle inspections as drivers for our SIP
- Quality Assurance visits
- Parental questionnaires (HMle style)
- Staff questionnaires (HMle style)
- Survey of current partners/visitors

Strengths identified:

- Whole school self-evaluation is now part of our practice which will lead to continuous improvement.
- Collaboration is a key feature of improving our school through a wide range of collaborative activities which is beginning to lead to improvements for learners
- We have made significant improvements in our procedures to Get it Right for Every Child ensuring every child's needs are met both pastorally and academically,
- We have robust procedures for protecting children and ensuring Pastoral Notes are well maintained and shared with appropriate staff to support vulnerable children.
- We are making progress in raising attainment through a very targeted approach to intervention groups.
- Effective use of PEF leading to positive outcomes for children, e.g. FSW working with targeted children has led to improved attendance, TIGs leading to improved attainment for some learners, SfLWs impacting on supporting emotional wellbeing.
- Good use of summative assessment data to inform next steps and TIGs.
- Digital technology is used well across the school to support learning and needs in learning, staff have undergone a high level of CLPL to support practice in this area.
- The introduction of Read, Write, Inc., has made a significant improvement on attainment in P1-3.

**Priorities for development:**

**2. Summary of our self-evaluation process.**

- 1: Health and Wellbeing – Meeting the Needs of All**
  
- 2: Raising Attainment for All**
  
- 3: Developing Responsible Citizens for the Future**

**3. Additional Monies Spend Summary of Consultation Processes**

Consultation with staff, pupils and families took place on the spending of our Pupil Equity Funding and our Additional Covid Funding.

Many of these costs were fixed due to ongoing staffing costs however a rise in pupil role meant some staff would become part of core staffing for 2021/22 allowing this money to spent in other ways. Fixed costs include our Family Support Worker (£46000, two Support for Learning Workers.

Staff and parents were surveyed using Microsoft Forms. Pupils were surveyed through discussion in classes with the Head Teacher.

**Rationale for Spend:**

- PEF**
- £12063 – Intervention SfLW – wide range of literacy focused interventions to raise attainment in P3-7.
  - £12063 - Intervention SfLW – wide range of numeracy focused interventions to raise attainment in P3-7.
  - £7238 (0.6FTE) - Play Based Interventions SfLW – focused on rapid interventions to raise attainment in P1 and P2.
  - £3322 uplift to PT – PT to focus on raising attainment (numeracy)
  - £46000 Support and Inclusion Worker – range of interventions to support families, including family learning and pupil inclusion interventions for Health and Wellbeing.
  - £17108 - 2 for 1 Probationer – Allowing experienced staff to be released from class to support interventions and school development leading to raise in attainment.
  - £651 - Breakfast Blether – supporting children with a soft-start nurture breakfast.
  - £6000 - Accelerated Reader – approach from EEF

**Measures/Evidence for Impact (data, observation, views):**

### **3. Additional Monies Spend Summary of Consultation Processes**

**1: Literacy attainment data at 85%+ for Primary 3-7, Numeracy attainment data at 90%+ for P1 and P2. (Observation, views, and data)**

**2: Improved behaviour and wellbeing through all pupils accessing outdoor learning regularly to enhance learning across the curriculum. (Observation, views, and data)**

**3: Consistent approach teaching literacy and numeracy across the school (almost all) (Observation, views, data)**

**4: Consistent approach to teaching, learning, assessment, and appropriate support in all classes. (Observations, views)**

#### 4. Action Planning

No.	Quality Indicator	Priority
1	3.1, 2.3, 3.2, 1.3	Health and Wellbeing – Meetings the needs of all.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><b>Outdoor Learning &amp; Playground Development</b></p> <ul style="list-style-type: none"> <li>- Release member of teaching staff to lead and create action plan</li> <li>- Rationale/policy</li> <li>- Family Learning</li> <li>- Develop partnerships with St Brendan's (playground, learning path, Eco schools)</li> <li>- Play Champs fully developed and leading play/lunch times</li> <li>- Develop role of SfLC to enhance the playground experience</li> </ul> <p>Leadership: Lea Wight, Leanne Morrison, Rebecca Barrowman, Joanne Smith</p>	<p>Aug – Oct</p> <p>Sept-Dec</p> <p>Ongoing</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Outdoor Learning</li> <li>- Incident report</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- SfLC remit</li> <li>- Outdoor Learning Action Plan</li> <li>- Rationale and Policy</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Consultation of staff and pupils – pre/post improvements</li> </ul>
<p><b>GIRFEC – Enhancing and refining ASN procedures</b></p> <ul style="list-style-type: none"> <li>- Develop whole school understanding of the Wellbeing Indicators (assemblies, lessons, displays, etc)</li> <li>- Review and audit allocation of pupil support</li> </ul>	<p>Ongoing</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- School Tracking Database</li> <li>- Tracking documents</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Monthly attendance at SIIM</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>- Family Learning in ASN</li> <li>- Implement new ASN QA calendar</li> <li>- Improve QA of ASN learners' experiences</li> <li>- Continue develop partnerships in supporting learners and learning (SIIM, SaLT, etc)</li> <li>- Further develop STINT information</li> <li>- Increase SLT involvement in local inclusion roles- (SIIM, JST, etc)</li> </ul> <p>Leadership: Jacqui Montgomery, All SLT, Joanne Smith</p>	<p>September 2022</p> <p>Sept-Dec Ongoing</p>	<ul style="list-style-type: none"> <li>- Wellbeing indicators at assembly</li> <li>- New ASN calendar</li> <li>- Evidence collected at QA visits</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Staff views on improvements required/implemented in ASN procedures</li> </ul>
<p><b>Promoting Positive Behaviour, Wellbeing &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>- Continue to embed Pivotal strategies (recognition boards)</li> <li>- Policy/rationale on PPB, Wellbeing &amp; Relationships</li> <li>- Review of nurture room and approaches</li> <li>- Applying nurture as a whole school approach review</li> <li>- ACEs/ABC training</li> </ul> <p>Leadership: Scott Mowat, Jacqui Montgomery, Kathleen Hotchkiss, Joanne Smith</p>	<p>Ongoing</p> <p>Aug-October</p> <p>Jan-April</p> <p>As available</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- GMWP data</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Monthly attendance at SIIM</li> <li>- Pivotal strategies used consistently throughout the school</li> <li>- Evidence collected at QA visits</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Views on ANAWSA</li> </ul>
<p><b>Language and Communication Friendly Environment</b></p> <ul style="list-style-type: none"> <li>- Wellbeing Indicators throughout LCFE</li> <li>- Embed classroom LCFE</li> <li>- Apply for LCFE accreditation</li> </ul> <p>Leadership: Jacqui Montgomery, Rebecca Barrowman, Lisa Toner, New PT, Kathleen Hotchkiss</p>	<p>August, on-going</p> <p>May</p>	<p><b>Data:</b></p> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- QA classroom visits</li> <li>- LCFE Classroom Audit</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- EP/accreditation feedback</li> </ul>

Partnerships	PEF Resources
<ul style="list-style-type: none"> <li>- St Brendan's Primary School</li> <li>- Glasgow's Psychological Services</li> <li>- QIO/Lead Officer</li> <li>- Active Schools</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning and playground resources</li> <li>Family Learning Activities</li> <li>Family Support Worker</li> <li>SFLW</li> </ul>



No.	Quality Indicators	Priority
2	3.2 2.3 2.2	Raising Attainment for All through Improving Learning, Teaching and Assessment

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><b>Improving our Classrooms – Whole School Approach</b></p> <ul style="list-style-type: none"> <li>- Follow IOS approach to improve learning, teaching and assessment.</li> </ul> <p>Leadership: Scott Mowat, Alan Digweed, other IOC trained staff</p>	See IOS timetable.	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Attainment data from tracking/CPJ</li> <li>- TIG data improvement</li> <li>- Summative data</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- QA visits/learning conversations/sampling of work</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Staff self-evaluation</li> <li>- Logbook</li> <li>- SLT Logbook</li> </ul>
<p><b>Planning, Assessment &amp; Tracking</b></p> <ul style="list-style-type: none"> <li>- Continue to develop approaches to collaboration in planning – NCCT partners.</li> <li>- Develop a consistent understanding of IDL, how to plan for IDL and how to assess IDL.</li> <li>- Embed use of tracking database including training for support staff</li> <li>- Implement Collaborative Professional Judgement approach to tracking attainment.</li> <li>- Develop tracking procedures for all curricular areas</li> </ul>	<p>Planning block 1</p> <p>By Dec</p> <p>September – on-going cycle</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- All curricular areas on School Tracking Database</li> <li>- School Tracking Database – comprehensive information about all aspects of data</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Consistent approach to planning</li> <li>- IDL embedded in planning</li> <li>- Tracking Databased used by all staff</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Leadership: Scott Mowat, Alan Digweed, CLOs		<ul style="list-style-type: none"> <li>- Improved standards of lit/num through IDL</li> <li>- QA visits/learning conversations/sampling of work</li> </ul> <b>Views:</b> <ul style="list-style-type: none"> <li>- Feedback from CPJ</li> </ul>
<b>Curriculum and Curriculum Design</b> <ul style="list-style-type: none"> <li>- Identify partners to support with our curriculum.</li> <li>- Developing increased links for using the community as part of our Curriculum</li> <li>- Embed frameworks and format for planning</li> <li>- Raise level of personalisation and choice</li> <li>- Embed Sustainable Development Goals and UNCRC into planned learning and teaching</li> <li>- Innovative use of digital technology to permeate all the curriculum</li> <li>- Investigate the uses of Seesaw to enhance our curriculum</li> </ul> Leadership: All SLT, Gemma Docherty	On-going On-going  Aug-Dec On-going On-going  On-going	<b>Data:</b> <ul style="list-style-type: none"> <li>- Key partners identified.</li> <li>- Rationale created</li> </ul> <b>Observation:</b> <ul style="list-style-type: none"> <li>- Increased use of partners to support curriculum delivery</li> <li>- Planning of lessons/IDL linked to Curriculum Rationale</li> <li>- All staff confidently discussing IDL</li> <li>- SDG/UNCRC understood throughout learning experiences</li> </ul> <b>Views:</b> <ul style="list-style-type: none"> <li>- Whole school community views sought and collated.</li> </ul>
<b>Quality Assurance</b> <ul style="list-style-type: none"> <li>- Introduce 'New Staff Induction Programme' to all staff, ensuring a consistent approach to working at Clyde (current staff complete audit).</li> <li>- Embed QA processes with greater focus on IOS approaches.</li> <li>- Increase QA of interventions</li> </ul> Leadership: All SLT	August, on-going   On-going per QA calendar	<b>Data:</b> <ul style="list-style-type: none"> <li>- Variety of quality assurance paperwork</li> </ul> <b>Observation:</b> <ul style="list-style-type: none"> <li>- Classroom visits (SLT and peer)</li> <li>- New staff following 'Clyde's approach'</li> </ul> <b>Views:</b> <ul style="list-style-type: none"> <li>- Learning conversations</li> <li>- New staff feedback</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><b>Play Pedagogy</b></p> <ul style="list-style-type: none"> <li>- Continue to engage in GIC Play Pedagogy GIC to improve the implementation of Play in P1 and P2</li> <li>- Implement Team Teaching approach to enhance teachers' professional practice. 'Coaching in Context'</li> </ul> <p>Leadership: Cher Thomson, Rebecca Gallagher, Jess Hayward, Darci Rielly, Chirs King, Alexis McDonnell</p>	<p>On-going</p> <p>On-going</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Attainment data from tracking</li> <li>- Comparison of figures from previous year</li> <li>- Glasgow Motivation &amp; Wellbeing Profile (GMWP)</li> <li>- Transition data</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Improved classroom experiences and engagement</li> <li>- Improved pupil interaction, confidence and independence</li> <li>- QA visits/sampling of work</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Professional dialogues with P1 and P2 Class Teachers and SLT</li> <li>- Learning conversations with children</li> <li>- Views of parents/carers</li> </ul>
<p><b>Literacy Development</b></p> <ul style="list-style-type: none"> <li>- Embed and develop use Accelerated Reader</li> <li>- Develop use of Word Shark.</li> <li>- Embed RWI Spelling in P4-7 classes</li> <li>- Refresh approach to writing strategies/lessons</li> <li>- Continue to develop Team Teaching approach to enhance teachers' professional practice. 'Coaching in Context' with a focus on writing.</li> <li>- Maintain positive progress and CLPL in RWI P1-3</li> <li>- Offer wide range of CLPL in all aspects of literacy</li> <li>- Continue to embed use of accessibility features of ipads, Seesaw and QR codes to support learners.</li> </ul>	<p>August</p> <p>On-going – weekly</p> <p>As required</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Accelerated reader assessments/quiz scores</li> <li>- Word Shark assessments for identified pupils</li> <li>- RWI Spelling assessments</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Improved pupil engagement in literacy lessons</li> <li>- Consistent approach to the teaching of spelling P3-7</li> <li>- WAPs and IEPs</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Leadership: Cher Thomson, Scott Mowat, Rebecca Barrowman, Hannah Russell, Michelle Vernal</p>		<p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Pupil learning conversations</li> <li>- Stage planning meetings</li> <li>- Tracking meetings</li> <li>- Team teaching/coaching in context</li> </ul>
<p><b>Numeracy Development</b></p> <ul style="list-style-type: none"> <li>- Implementation of a progressive numeracy programme to compliment Glasgow Counts</li> <li>- Continue Team Teaching approach to enhance teachers' professional practice. 'Coaching in Context'</li> <li>- Offer wide range of CLPL in all aspects of numeracy</li> <li>- Continue to embed use of accessibility features of ipads to support learners.</li> <li>- Revise summative assessment tool for numeracy</li> </ul> <p>Leadership: Claire Campbell, Alan Digweed</p>	<p>Termly QA visits</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- PUMA data</li> <li>- Sumdog data</li> <li>- SNSA</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Glasgow Counts strategies implemented effectively and consistently in all classes.</li> <li>- Quality assurance visits</li> <li>- Coaching in Context visits/paperwork</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Pupil learning conversations</li> <li>- Stage planning meetings</li> <li>- SfLW training meetings</li> <li>- Team teaching/coaching in context</li> </ul>

Partnerships	PEF Resources
<p>GIC Team/LOLs Other schools – Play IOS/West Partnership Team</p>	<p>Additional Staffing Play Resourcing Literacy resources: Word Shark, Accelerated Reader Maths resources: TBC SFLW Additional teaching staff</p>



No.	Quality Indicators	Priority
3	3.3 1.3	Developing Responsible Citizens for the Future

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><b>Development and Recognition of Wider Achievements</b></p> <ul style="list-style-type: none"> <li>- Review and improve extra-curricular provision (before and after school) including parent activities</li> <li>- Develop whole school approach to monitoring wider achievements and activities</li> <li>- Continue to develop and build on celebration of success (pupils, staff and parental achievements)</li> </ul> <p>Leadership: Alan Digweed, Michelle Graham, Joanne Smith</p>	<p>September</p> <p>September/October</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- School Tracking Database including all achievements</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- School displays for achievement</li> <li>- Daily activities for all ages in various clubs/activities</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Whole school community views sought and collated.</li> </ul>
<p><b>Digital Learning</b></p> <ul style="list-style-type: none"> <li>- Collaborate on the potential future possibilities of Seesaw (pupil profiling)</li> <li>- All SLT to take an aspect of Digital Development as part of their remit. (HT – school systems, DHT AD – roll out/maintenance, DHT JM – supporting ASN/LCFE, PT CT – Literacy, PT KD(CC) – Numeracy, PT CT – Play and engagement.)</li> </ul>	<p>Term 2 review, Term 3 implement. On-going</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Increase in parents using Seesaw to follow learning.</li> <li>- Use of Digital Schools Scotland Framework to gather data</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Classroom observations</li> <li>- Pupils using Seesaw to record learning.</li> <li>- DLOL central feature of improving classroom practice using digital technology</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>- Develop and enhance the role of DLOL in promoting innovation in digital teaching and learning</li> <li>- Continue Digital Schools Scotland process for the Award</li> </ul> <p>Leadership: Gemma Docherty, Alan Digweed, All SLT</p>		<p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Staff training records</li> <li>- Questionnaires on use of Seesaw</li> </ul>
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>- Identify a wide range of partners to support the delivery of all aspects of STEM, in particular supporting delivery of the discrete areas and linking it to DYW.</li> <li>- Development of STEM room to enhance high quality learning experiences in STEM (including cooking facility).</li> </ul> <p>Leadership: Chris King, Claire Campbell, Karen Deery, Jennifer Colley</p>	<p>August/September Inset/CAT</p> <p>On-going, termly check-ins</p>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Attendance at Inset/Cat</li> <li>- Staff CLPL record</li> <li>- Staff Strategic Planner</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Staff utilising STEM room</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Staff and pupil evaluation of STEM room</li> <li>- Audit of current teaching in STEM areas</li> </ul>
<p><b>DYW</b></p> <ul style="list-style-type: none"> <li>- Develop and embed use of My World of Work website and resources (linking to secondary school)</li> <li>- Develop whole school understanding towards Glasgow's approach to DYW/Meta Skill 4.0, etc.</li> <li>- Deliver CLPL to all staff in the use of My World of Work and</li> <li>- Identify local partners who can support DYW initiatives.</li> <li>- Linking Career Education Standards/DYW to in IDL (planning) and displays</li> </ul>	<p>Aug-Sept</p> <p>Oct- Nov</p> <p>On-going</p>	<p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Classes working with local partners</li> <li>- Forward Plans</li> <li>- Class engagement with DYW resources</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- Staff views on confidence/understanding</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Leadership: Gill Hopkins, Alan Digweed, all staff		
<p><b>Pupil Leadership</b></p> <ul style="list-style-type: none"> <li>- Further development of Pupil Leadership Teams (Digital Leaders, STEM Leaders, Pupil Council/YLOL, Eco Group, Health &amp; Wellbeing Group, Playground Champions, Community Action Group, Equalities and Rights Group)</li> <li>- Introduction of Peer Mediation for P5s to lead (P1-4)</li> <li>- Updating of House Teams, displays and remit and roles.</li> <li>- Develop Citizenship Day (last Friday of the month)</li> <li>- Improved leadership within classrooms (leading learning, etc)</li> </ul> <p>Leadership: Scott Mowat, Alan Digweed, Jacqui Montgomery, Chris King, Gemma Docherty, Karen Deery, Rebecca Barrowman, Kathleen Hotchkiss, Leanne Morrison, Alexis McDonnell, Gillian Griffin, various SFLWs</p>	Term 1, on-going monthly.	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- Increased numbers of pupils in leadership groups</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>- Minutes and action plans for groups</li> <li>- All pupils in groups (house or leadership team)</li> <li>- Impact of groups actions around the school community</li> <li>- Improved behaviour/restorative practice in playground</li> </ul> <p><b>Views:</b></p> <ul style="list-style-type: none"> <li>- School community views on groups and their impact</li> </ul>

Partnerships	PEF Resources
Active School Co-ordinator Others schools for Digital Learning Apple, CGI, Three STEM Scotland Jane Arthur - QIO	Family Support Worker SFLW Increased Digital Resources Stem Room Additional Extra-Curricular Events Excursions and enriching events



