

Establishment Name: **All Saints Primary School**



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Head of Establishment	Lesley- Anne McCabe	Date	June 2025
Quality Improvement Officer	Alison McLellan	Date	

Our Vision, Values and Aims

Our School Vision

Through the highest quality learning experiences, in the nurturing, inclusive, faith community of **All Saints Primary**, every child has every chance to succeed.

Our School Values Respect, Honesty, Kindness and Determination

Working within “Curriculum for Excellence”, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.

We aim for our learners to become:

Successful Learners

We will aim to provide the highest quality of teaching, providing all with opportunities to develop their talents and achieve their full potential.

Confident Individuals

We want our children to be ambitious for themselves and their school, local and parish communities.

Responsible Citizens

We want our children to have respect for themselves and others. We aim to foster a positive attitude towards our own Scottish culture and to explore the cultures of other countries and faiths.

Effective Contributors

We will aim to provide opportunities for all our children to be enterprising, resilient and independent. We will develop children’s skills and abilities to be able to work on their own initiative and as part of a team.

Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities are for Session 2025-2026

All Saints Communication and Language Base have their own Establishment Improvement Plan

How were stakeholders' views collected?

Stakeholder views were gathered through various consultation methods. Parents provided feedback via Microsoft Forms. Staff and partners contributed their perspectives through the school improvement planning and quality assurance processes. Pupil input was gathered using the HIGIOURS tool, supporting the school's self-evaluation activities

How was Pupil Equity Fund (PEF) spending consulted on?

Learner participation was facilitated through the pupil council, which was allocated 1% (£1,600) of the PEF budget to manage. Staff were consulted to identify spending priorities, and discussions with the Parent Council focused on ensuring best value for raising attainment and addressing the poverty-related attainment gap. Parents were also invited to share their views on PEF spending through Microsoft Forms.

Overview of rolling three year plan

National Priorities	Session 2025-2026
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Embed Children's Rights in learning and teaching • Embed Social and Emotional learning • Continue to developing trauma informed practice • Track and monitor progress and achievement in health and wellbeing • Strengthen pupil voice by providing more regular, meaningful opportunities to contribute to school improvement and decision-making. • Continue to promote good attendance to ensure we meet Local Authority average
Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"> • Raise attainment in literacy, especially writing as well as numeracy, • Deliver targeted support for dyslexic learners to close the writing gap • Maintain focus on Raising Attainment in reading across the school • Embed a consistent approach to tracking progress and achievement in reading, writing, numeracy • Embed Play Pedagogy in P1–P2, with stronger observation and planning • Improve differentiation and pace to meet all learners' needs • Strengthen assessment, tracking, and staff confidence in professional judgement
<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Ensure meta-skills are more visible in everyday learning, both in the classroom and through outdoor and digital experiences. • Promote good attendance and create a stronger pull to school. • Build a respectful, inclusive and skills-focused environment where every learner can thrive. • Build Racial Literacy through reading and Social Subjects and through the Laudato Si School approach. • Develop pupil voice • Ensure further leadership opportunities through Young Leaders of Learning and Sports Leaders

Plan: Session 2025-26

Priority 1 Improvement in children and young people's health and wellbeing Choose an item	
National Improvement Framework Outcomes 2. Strong partnerships between schools, services, families, and communities. 6. Positive relationships, behaviour, and attendance in a respectful culture. 5. Skilled teachers and leaders delivering excellent, inclusive education. Education - achieving excellence and equity: National Improvement Framework 2025	
How Good is Our School/Quality Improvement Framework ELC 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.1 Safeguarding and child protection	UNCRC Article 12 (Respect for the views of the child): Article 28: (Right to education): Article 42 (Knowledge of rights):
Rationale for change based self-evaluation including data and stakeholder views	
<p>An audit of current practice shows that while staff are confident in GIRFEC, SHANARRI, and the UNCRC, the teaching of children's rights is not yet consistent across all classes. A Rights Respecting Schools (RRS) steering group has been established, involving staff and learners, but there is no parental representation. Class and playground charters are in place, but a whole-school charter is still to be developed. Children's understanding of their rights and wellbeing indicators remains limited. To ensure a shared and consistent approach across the school community, we need to strengthen staff practice, increase pupil voice, and involve families more actively.</p> <p>We have made a positive start in embedding high-quality Social and Emotional Learning (SEL) across the school, with staff explicitly teaching and modelling key skills. There is a clear commitment to pupil wellbeing and to supporting those who need help with emotional regulation or behaviour. To build on this, we now need to ensure that all learners consistently demonstrate respectful, positive behaviour and relationships throughout the school. This focus will strengthen inclusion, support engagement in learning, and promote a positive school ethos.</p> <p>Pupil voice is a key part of our rights-respecting ethos (UNCRC Article 12). While learners are involved in several groups, impact is varied. We aim to strengthen pupil voice by providing more regular, meaningful opportunities to contribute to school improvement and decision-making.</p> <p>Attendance has improved but remains below the authority average. We will continue to promote good attendance to raise it above this level.</p> <p>Despite existing supports, a number of children continue to experience significant challenges with engagement in learning and self-regulation. These difficulties impact their ability to access the curriculum, maintain positive relationships, and make sustained progress.</p>	

Expected outcomes for learners				
Who?	What?	When?	By how Much?	
1. All learners, staff, wider school community	Demonstrate increased understanding of rights and wellbeing through a consistent embedded approach	By June 2026	100%	
2. All learners and staff	Demonstrate measurable increase in positive relationships and more positive school climate	By June 2026	At least 5% improvement through GMWP	
3. Pupil Voice Representatives	Pupil voice embedded with clear structures enabling regular, meaningful participation in decision-making	By December 2025	In all Pupil Voice Groups	
4. All learners	Improved attendance meeting authority average through targeted promotion and support	By June 2026	We would like to achieve 93.% attendance,	
5. Identified learners with Enhanced Nurture Teacher (ENT) support	Show improved engagement and self-regulation in classroom	By June 2026	50% demonstrate improved Boxall profile scores; increased engagement per teacher reflection	
6. H & W Coach				
7. Identified learners (class teachers and ENT)	Require fewer adult interventions for emotional regulation	By June 2026	20% reduction in critical incidents logged	
8. Learners engaged in emotional literacy programme	Show improved confidence in naming and managing emotions	By June 2026	80% show improvement	
If PEF spend is supporting – how much and what?				
<ul style="list-style-type: none">• 0.68Enhanced Nurture Post 67,809.63• Health and Wellbeing Coach £26,558.60				

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Embed a whole-school approach to Social and Emotional Learning (SEL) with consistent language and expectations.			Enhanced Nurture Teacher (ENT) CT HT	Emotion Works UNICEF Rights Respecting Schools: Nurture UK
Provide staff training on restorative practices and positive behaviour approaches.			HT	Positive Relationships Policy Paul Dix “When Adults Change, Everything Changes”
Strengthen targeted support for children who need help in developing emotional regulation and relationship skills.			ENT	Boxall Profiles Emotion Works
Develop pupil voice opportunities to reflect on relationships and help lead peer support initiatives.			PT/ Health & Wellbeing Coach	YLL Programme Peer Mediation
Review and refresh our positive relationships and behaviour policy with input from staff, learners, and families			HT	Respect Me Included Engaged & Involved Part 3
Review Anti-bullying policy			Beth Murray/Pupil Voice Group/Prents?Partners	
Audit current pupil voice groups to evaluate purpose, frequency, and impact.	September 2025		DHT/Pupil Voice Coordinator	Learner Participation Framework Microsoft Forms
Develop a pupil voice calendar to schedule regular pupil focus groups (e.g. learning, wellbeing, and playtimes).	October 2025		HT/DHT	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Introduce pupil-led evaluation activities (e.g. learning walks, surveys, feedback forms).	November 2025		Pupil Voice Coordinator with staff support	How Good is OUR School? Learning Walks Microsoft Forms
Train staff and pupil reps on effective facilitation and feedback of pupil voice sessions.	November 2025		DHT/Class Teachers	Pupil Voice Toolkit CLPL sessions
Ensure pupil group outcomes are shared at assemblies and newsletters to promote visibility and impact.	October 2025		Pupil Voice Coordinator	School Website Canva/Sway
Monitor and analyse attendance monthly using SEEMiS data and track trends	Monthly		HT/Clerical Staff	Attendance Tracker
Identify learners below 90% attendance and implement targeted support or contact with families	June 2026		HT/Clerical Staff	Attendance Tracker
Launch attendance awareness campaign (e.g. posters, class charts, newsletter messages).	September 2026		HT/Class Teachers	
Celebrate good and improved attendance through certificates, shout-outs, and house points.	monthly		HT/Class Teachers	Assemblies
Create attendance policy	September 2025		HT/Working Party	
Review and refine attendance strategies in collaboration with the authority and support services.	Monthly		HT	Attendance Policy
Enhanced Nurture Teacher (ENT) to collaborate with class teachers and SLT to identify learners requiring support	Termly		Enhanced Nurture Teacher (ENT) Class Teacher	Parental consent and involvement secured.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
using a mix of teacher observation, Boxall Profile, and wellbeing assessments.				
ENT to model strategies and provide coaching for class teachers to support consistency across contexts.	Throughout the year		ENT Class Teachers PT	CLPL delivered for staff on trauma-informed practice and relational approaches.
ENT to deliver bespoke small-group and 1:1 nurture sessions tailored to individual needs based on boxall findings	Ongoing		Enhanced Nurture Teacher H & W Coach	Zones of regulation set up Emotion Coaching Restorative Practice
Termly tracking of pupil progress using Boxall Profiles, wellbeing trackers, attendance, and critical incident logs. Regular review meetings with class teachers and SLT to evaluate impact and adjust support.	Termly Termly		DHT ENT HT CT	

Measure of Impact: What we will see and where?	
How will we measure this? What does “better” look like? How will we recognise better when we see it?	
• Reduction in incidents of challenging behaviour and increased engagement in learning	
• Positive behaviour observed more consistently across classes and social spaces	
• Children can talk about emotions, relationships, and regulation strategies using SEL language	
• Parents and staff report improved behaviour and relationships	
• Stronger pupil leadership and participation in creating a respectful school climate	

<ul style="list-style-type: none"> • Audit results showing increased clarity of group purposes and responsibilities <ul style="list-style-type: none"> – Baseline (Aug 2025) and post-audit comparison (Dec 2025)
<ul style="list-style-type: none"> • Number of pupil focus groups held regularly (target: at least one per term across all stages)
<ul style="list-style-type: none"> • Pupil feedback from surveys, discussions, and focus groups indicating they feel listened to and their views lead to change <ul style="list-style-type: none"> – Pupil survey (pre/post comparison – Nov 2025 and May 2026)
<ul style="list-style-type: none"> • Staff feedback showing improved use of pupil voice in planning and decision-making <ul style="list-style-type: none"> – Staff questionnaire or meeting notes (termly)
<ul style="list-style-type: none"> • Visible outcomes from pupil groups shared in newsletters, displays, or school improvement records <ul style="list-style-type: none"> – Termly documentation and examples collected
<ul style="list-style-type: none"> • Boxall Profile (baseline, mid-point, and end-point assessments)
<ul style="list-style-type: none"> • Class teacher observational logs (engagement, focus, and self-regulation notes)
<ul style="list-style-type: none"> • Critical incident logs (frequency and intensity of dysregulation incidents)
<ul style="list-style-type: none"> • Pupil voice (through structured conversations and wellbeing check-ins)
<ul style="list-style-type: none"> • Parental feedback (gathered through surveys or meetings)
<ul style="list-style-type: none"> • Attendance records (particularly for learners with emotionally-based school avoidance)
<ul style="list-style-type: none"> • Reduction in incidents of challenging behaviour and increased engagement in learning
<ul style="list-style-type: none"> • Positive behaviour observed more consistently across classes and social spaces
<ul style="list-style-type: none"> • Children can talk about emotions, relationships, and regulation strategies using SEL language
<ul style="list-style-type: none"> • Parents and staff report improved behaviour and relationships

Priority 2 Improvements in attainment, particularly in literacy and numeracy	
National Improvement Framework Outcomes 4. High achievement and reduced attainment gap for all learners.	
How Good is Our School/Quality Improvement Framework ELC 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum	UNCRC Article 28: (Right to education): Article 29 (Goals of education):
Rationale for change based self-evaluation including data and stakeholder views	
<p>All Saints serves a community where 85% of pupils live in SIMD 1–2, with 51% receiving free school meals. 52% of our learners have Additional Support Needs. We focus on improving outcomes for all learners, not comparing SIMD groups. Following in-depth self-evaluation with learners, staff, parents and partners, we have identified key areas to raise attainment and promote equity</p> <p>Recent attainment data shows strong progress in reading (88%) and numeracy (82%), with writing lower at 79%. Staff in P1–P2 engaged in Play Pedagogy CLPL, but feedback shows we need to build confidence in planning quality play and using observations effectively.</p> <p>We also identified the need to strengthen universal and targeted support to ensure it drives progression for all learners, with improved differentiation, pace and challenge.</p> <p>Data shows that learners with dyslexia are underperforming in writing. As a result, we will prioritise targeted, inclusive literacy support to close this gap.</p> <p>Finally, we will continue to build confidence in professional judgement, strengthen assessment practices, and use robust tracking to guide targeted interventions.</p>	

Key Priorities

- Raise attainment in literacy and numeracy, especially writing
- Embed Play Pedagogy in P1–P2, with stronger observation and planning
- Improve differentiation and pace to meet all learners' needs
- Deliver targeted support for dyslexic learners to close the writing gap
- Strengthen assessment, tracking, and staff confidence in professional judgement

Expected outcomes for learners

Who?	By when?	What?	By how much?
1. All teaching staff	June 2026	Improved use of assessment to inform planning and next steps	100% staff engage in moderation and tracking processes termly
2. Learners in P1–P3	June 2026	Increased engagement and application of skills through play	observations and learning journals show 90% of learners have shown progress
3. All learners	June 2026	Attainment in writing increases	From 79% to at least 82%
4. All learners	June 2026	Maintain and improve numeracy attainment	From 82% to at least 85%
5. All teaching staff	June 2026	Increase confidence in supporting dyslexia through CLPL and resource use	100% of staff participate in CLPL; 80% report increased confidence via evaluation
6. Identified learners with dyslexia	June 2026	Improved progress in writing attainment	85% of targeted learners make at least one level of progress or achieve agreed targets
7. Support for Learning (SfL) and DHT	Termly reviews	Ensure targeted interventions are planned and tracked	All learners with dyslexia have individualized strategies tracked through support plans
8. SLT and Class Teachers	December 2025	Appropriate resources are in use across classes	100% of target classes are using at least one dyslexia-friendly resource consistently

If PEF spend is supporting – how much and what?

1.0 PEF Teacher – £56,516.70

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Strengthen approaches to reading/writing through moderation and CLPL	Aug 2025 – June 2026		DHT, Literacy Lead	LA guidance, cluster moderation
Embed Play Pedagogy across P1–P3 with quality observations and planning	Aug 2025 – May 2026		P1–P3 Teachers, PT	Play CLPL, planning tools
Refine use of assessments to inform next steps	Termly		All staff, DHT	SNSA, benchmarks, formative tools
Improve tracking meetings to ensure data leads to action	Termly		SLT	School tracking tools
Plan differentiated tasks/resources to support all learners	Ongoing		All staff	CLPL, peer modelling
Use data to identify learners needing targeted support	Aug 2025 – June 2026		HT, PT, SfL	PEF-funded interventions
Deliver targeted CLPL on dyslexia-friendly writing strategies and resources	Aug–Oct 2025		SfL, DHT, CLPL Coordinator	Authority support team, Dyslexia Scotland materials
Audit current writing provision for learners with dyslexia and identify gaps	Sept 2025		SfL Teacher, PT	Dyslexia toolkit, pupil voice
Purchase and implement key resources (e.g. coloured overlays, Clicker, voice-to-text tools, iPads)	Oct–Nov 2025		HT, SfL, ICT lead	PEF funding, ASN budget
Develop pupil support plans with targeted strategies for dyslexia	Oct 2025		Class teachers, SfL	GIRFEC/ASN planning templates
Introduce and model inclusive writing approaches (e.g. writing frames, scribing, chunking tasks)	Ongoing		Class teachers, SfL	Peer observations, coaching
Termly monitoring of writing progress and strategy effectiveness	Termly		SLT, DHT	Assessment samples, tracking meetings

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Gather pupil voice from learners with dyslexia about what helps them in writing	Jan & May 2026		SfL, DHT	Structured pupil feedback

Measure of Impact: What we will see and where? How will we measure this? What does “better” look like? How will we recognise better when we see it?
<ul style="list-style-type: none"> • Attainment Data (literacy/numeracy)
<ul style="list-style-type: none"> • High quality Play pedagogy and engagement in P1-2 will be seen in Learning Observations
<ul style="list-style-type: none"> • Planning and Assessment – There will be clear assessment-informed planning
<ul style="list-style-type: none"> • Moderation Records will demonstrate opportunities for staff to share consistent standards
<ul style="list-style-type: none"> • Pupil Work & Feedback will demonstrate evidence of challenge, progression and pupil ownership
<ul style="list-style-type: none"> • Tracking Meetings will ensure data is being used meaningfully to plan interventions
<ul style="list-style-type: none"> • Pupil/Parent Feedback will be positive on learning, progress and engagement
<ul style="list-style-type: none"> • Staff CLPL Evaluations will demonstrate that 90% of staff report increased confidence in supporting dyslexic learners
<ul style="list-style-type: none"> • Attainment Tracking shows that targeted learners make expected or better progress in writing
<ul style="list-style-type: none"> • Pupil Support Plans show that all identified learners have updated strategies reviewed and adapted each term.
<ul style="list-style-type: none"> • Classroom Observations demonstrate that dyslexia friendly tools and supports are visible and used appropriately
<ul style="list-style-type: none"> • Pupil Voice of children with dyslexia report increased confidence and enjoyment in writing
<ul style="list-style-type: none"> • Resource Audit of newly purchased resources being used consistently across identified classes.

Priority 3 Placing human rights and needs of every child and young person at the centre of education Choose an item. Improvement in children and young people's health and wellbeing	
National Improvement Framework Outcomes 6. Positive relationships, behaviour, and attendance in a respectful culture. 2. Strong partnerships between schools, services, families, and communities. 3. Inclusive curriculum and assessment for a sustainable future. <u>Education - achieving excellence and equity: National Improvement Framework 2025</u>	
How Good is Our School/Quality Improvement Framework ELC 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability 3.2 Raising attainment and achievement Choose an item. Choose an item. Choose an item.	UNCRC Article 12 (Respect for the views of the child): Article 29 (Goals of education): Article 2 (Non-discrimination): Article 28: (Right to education): Article 31 (Leisure, play and culture):
Rationale for change based self-evaluation including data and stakeholder views	
<p>Through self-evaluation with learners, staff, and partners, we've identified the need to support all young people in developing key life skills—such as self-management, teamwork, and creative thinking. We want these meta-skills to be more visible in everyday learning, both in the classroom and through outdoor and digital experiences.</p> <p>Feedback from our pupil voice groups highlighted a need to make Fridays more engaging, particularly in P7, where attendance rates are lower. To address this, we plan to introduce a fortnightly 'Friday Play Day' where learners take part in creative, playful, and sports-based activities designed to build meta-skills such as teamwork, creativity, and problem-solving. This initiative aims to create a stronger pull to school on Fridays and promote wellbeing and engagement across the school.</p> <p>We also recognise the importance of building understanding around children's rights and creating regular opportunities to explore different cultures and beliefs. By listening to our whole school community, we aim to build a respectful, inclusive and skills-focused environment where every learner can thrive.</p> <p>At All Saints Catholic school, we want to grow as a caring faith and learning community where everyone feels included, respected, and valued as a unique person made in God's image. Inspired by <i>Laudato Si'</i>, we want our pupils to become responsible global citizens who care for the environment, others, and future generations. This priority helps children see their role in creating a fairer, more sustainable world in line with Gospel values.</p>	
If PEF spend is supporting – how much and what?	

- Health and Wellbeing Coach £26,558.60
- PEF Teacher £56,516.70

Expected outcomes for learners

Who?	What? (Outcome)	When?	By how much?
1. Pupils	Talk confidently about their meta-skills using skills language	Ongoing from Oct 2025	80% of learners throughout the school can name and describe at least 3 meta-skills in learning conversations
2. Teachers	Plan learning that includes meta-skills	From Oct 2025	100% of planning shows clear skills links
3. Pupils	Show improved wellbeing through outdoor learning	From Sept 2025	Wellbeing survey shows a positive shift in 75% of learners; pupils report enjoyment in pupil voice
4. Pupils	Use digital tools to design creative projects	Termly from Sept 2025	P3-7 classes completes at least one digital project; pupil work shows creative and purposeful outcomes
5. Staff & Pupils	Show understanding of children's rights	By Nov 2025	100% of staff trained; pupil voice shows 85%+ can explain at least three rights; visible in classroom practice
6. School Community	Achieve the Rights Respecting School Bronze Award through staff and pupil engagement	By Dec 2025	Award achieved; all staff trained and children aware of basic rights language and principles
7. All staff and learners	Promote inclusion and celebrate diversity	From Oct 2025	Lessons, displays and pupil work reflect cultures and anti-racist themes all classes
8. Pupils	Attend Friday Play Days regularly and engage in activities	Every 2nd Friday from Sept 2025	Increase P7 Friday attendance by 5% by June 2026
9. Young Leaders of Learning	Help plan and lead activities with staff support	Planning begins Aug 2025	All YLLs involved in at least 1 planning cycle per term

10. All Staff	Support, plan and deliver play-based, skill-building activities	Ongoing from Sept 2025	At least 80% staff confidence in delivering play-based learning by June 2026
11. Students	Feel a stronger sense of belonging and respect	Within 12 months	Increase by 20%
12. Staff	Model inclusive and faith-driven practices	Ongoing (reviewed bi-annually)	100% staff complete inclusion PD
13. School Community	Engage in inclusive, faith-centred activities	Every term	Minimum 3 community events/year
14. Pupils	Increased awareness of environmental responsibility	End of Term 2	80% of pupils can describe 2 ways to help the planet
15. Staff	Increased confidence delivering global citizenship themes	June 2026	CLPL log, Microsoft Forms

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create a simple tool that helps pupils and staff talk about and track skills like teamwork, creativity, and resilience.	Aug–Oct 2025		SLT, PTs, all staff	Skills Development Scotland meta-skills frameworks, pupil self-assessment tools, reflection templates
Teachers will include meta-skills in lessons and talk about them with learners.	Oct–Dec 2025		All staff	Curriculum planners, lesson plan templates, professional learning on meta-skills integration
Use outdoor spaces to build relationships and wellbeing while learning real-life skills.	From Sept 2025		PT, Teachers, H& W Coach	Local parks or school grounds, outdoor learning guides, wellbeing survey tools
Plan fun and creative digital tasks that let pupils solve problems or share ideas.	Termly from Sept 2025		Digital Lead, Teachers	Digital devices (tablets, laptops), creative software (Scratch, Canva), online collaboration platforms
Provide learning for staff and pupils about their rights using Rights Respecting School resources.	Aug–Nov 2025		Rights Lead, HT	UNICEF Rights Respecting Schools materials, posters, lesson plans, training modules
Plan lessons to help children learn about different cultures and tackle racism and intolerance.	From Oct 2025		DHT, Equalities Group, Teachers	Diversity teaching packs, anti-racism resources, multi-faith education materials, guest speaker
Establish Play Day Friday schedule and format	June – Aug 2025		HT, Clerical	
Plan activities with meta-skills focus	Termly-Aug 2025		Class Teachers, PTs	CLPL on meta-skills & play based learning
Allocate and manage budget for activities	From Aug 2025		Clerical, HT	School fund/PEF budget
Monitor attendance and gather feedback	Ongoing from Sept 2025		Admin, HT	Attendance Tracker, pupil surveys

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Conduct pupil voice survey on inclusion	Term 1		Wellbeing Lead, Teachers	Survey tool, analysis training
Celebrate diversity through themed days/assemblies	Each term		RE Lead, PT	Guest speakers, event planning support
Review policies with dignity and inclusion lens	Term 1–3		SLT, Governors	Policy templates, consultation tools
Continue to develop as an Eco School (e.g. recycling, litter reduction) led by pupils	Ongoing		Eco Co-ordinator and Eco Warriors, Class Teachers	Recycling Bins, Posters, Data Analysis
Plan and deliver a Laudato Si' Global Citizenship Week	Term 3		RE Co-ordinator, teachers, SLT	Teachers resources/Staff Shared
Create Equalities Policy	Term 4		School Community	CLPL equalities training

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Pupils can talk about their meta-skills using the skills language in class activities.
- Teachers plan for meta-skills in lessons showing clear links to skills, this will also be seen in classroom visits.
- Outdoor learning supports wellbeing with children enjoying more outdoor sessions, learner wellbeing surveys show improvement.
- Digital work shows creativity and purpose with pupils having opportunities to share digital projects.
- Staff and pupils understand children's rights which is visible through classroom work and pupil voice.
- Curriculum promotes inclusion and diversity Lessons with displays reflecting different cultures and challenging racism.
- Rights Respecting School Award application paperwork which will be submitted.
- Attendance data; pupil engagement surveys
- YLL Meeting notes will demonstrate pupil participation in decision making

<ul style="list-style-type: none">• Feedback from staff on CLPL
<ul style="list-style-type: none">• Annual well-being and inclusion survey for staff, parents and pupils
<ul style="list-style-type: none">• Participation and event feedback forms will indicate more confidence in teaching faith
<ul style="list-style-type: none">• Policy audit and self-evaluation outcomes for RE
<ul style="list-style-type: none">• Pupil voice surveys will demonstrate increased awareness of environmental responsibilities
<ul style="list-style-type: none">• Staff will share good practice through collaboration