**Education – Improvement Planning Document – 2025-26**

**Establishment Name: St. Andrew’s Primary School**

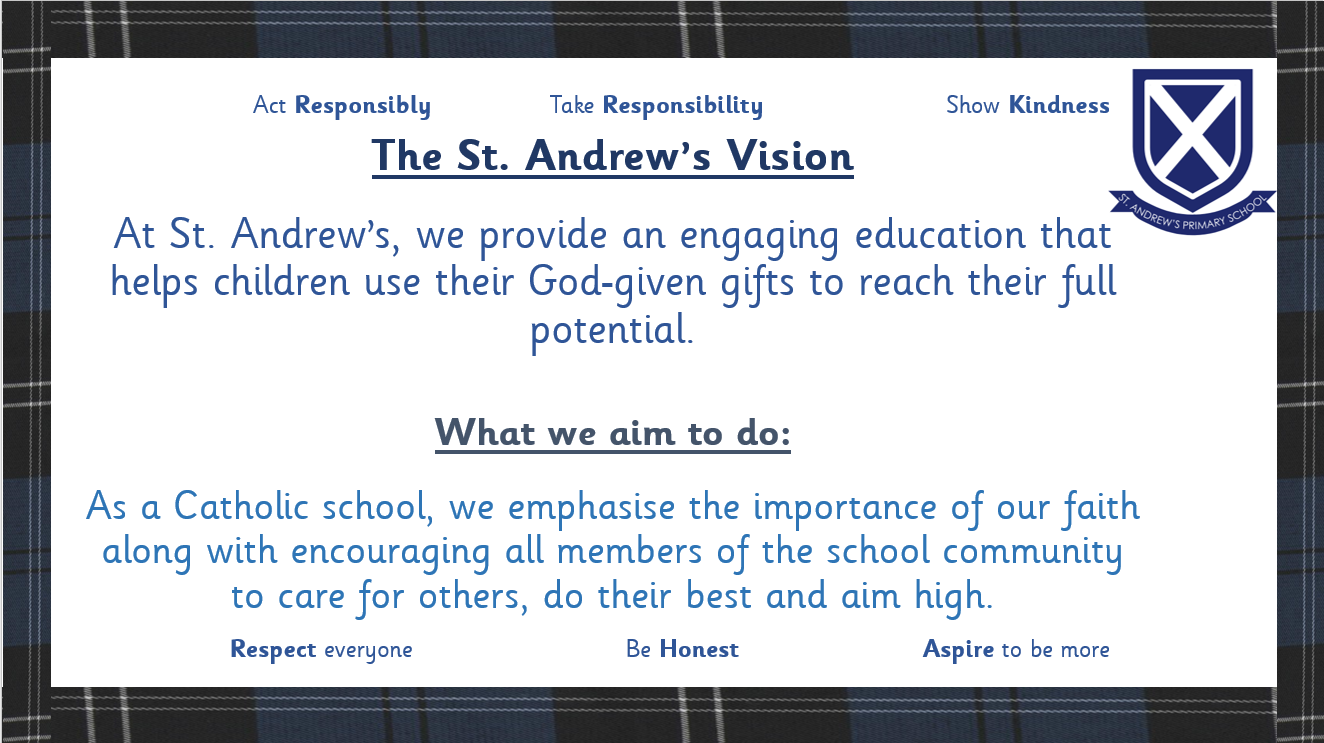
CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2025-26 including PEF planning

|  |  |  |  |
| --- | --- | --- | --- |
| Head of Establishment | Alan Connick | Date | June 2025 |

|  |  |  |  |
| --- | --- | --- | --- |
| Education Officer | Elaine McLoughlin | Date | June 2025 |

Our Vision, Values and Aims



**3 Year 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 extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

|  |  |  |  |
| --- | --- | --- | --- |
| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Placing the human rights and needs of every child and young person at the centre of education | Embed various updated authority policies by involving pupils and parents in sharing and developing these.  View Rights Respecting Schools criteria with a view to re-accreditation. | Based on end of year evaluations, share or revise our own charters/approaches as necessary. | Difficult to predict but sustaining progress previously achieved. |
| Improvement in children and young people’s health and wellbeing | As above  Develop the role of peer mediators.  Continue to develop and embed our emotional literacy program.  Enhanced use of the Outdoors as a venue for learning | Ongoing area for improvement and continuity as we support all of our learners. | As above |
| Closing the attainment gap between the most and least disadvantaged children and young people | Continued focus on Literacy and Numeracy developing.  Providing a wider, more interesting and cohesive curriculum for all pupils | Ensure all areas of the curriculum are sustainably embedded.  Awareness of changes in government strategy and Curriculum Improvement developments. | As above |
| Improvement in skills and sustained, positive school-leaver destinations for all young people | Providing a wider, more interesting and cohesive curriculum for all pupils | Further develop our curricular offer in response to previous year’s developments. | As above |
| Improvement in achievement, particularly in literacy and numeracy | Continued focus on Literacy and Numeracy developing.  Further develop our school awareness and implementation of exploratory approaches to learning at all stages. | Ongoing area for improvement and continuity as we support all of our learners. | As above |

*Stakeholder’s views*

**How were stakeholders views collected?**

|  |
| --- |
| Parental surveys throughout the year  Staff Self-evaluation exercises based on How Good is Our School 4  Pupil opinions were gathered across the year as part of class focus group discussions, House Captain and Vice- Captain meetings and with discussions in other pupil groups e.g. Equalities group. |

**How was PEF spend consulted on?**

|  |
| --- |
| Ongoing discussions with parents and pupils in TAC meetings and more informal conversations as well as parental surveys. Pupils shared opinions on what made a difference to them in TAC meetings and in various group and 1 to 1 meetings with senior staff. School staff were consulted as part of staff Professional Review and Development and Positive Conversations.  Previous successes with PEF were discussed before this year’s plan was created. |

Plan: Session 2025-26

|  |  |
| --- | --- |
| **Priority 1**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.** | |
| **How Good is Our School**  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  2.5 Family learning | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self-evaluation including data and stakeholder views** | | | | |
| *Learning observations, staff discussions and data analysis highlight the need to review and revise our approaches to the teaching of Numeracy. The revised Authority Numeracy strategy and incorporating the most recent thematic inspection recommendations from Education Scotland will support our whole staff development activities.*  *Our teachers are highly skilled in analysing data that will be incorporated into the development of our Fact, Story, Action approach increasing the scrutiny of numeracy data in each class to inform planning and increase support for all pupils.*  *Our use of PEF will enable two highly skilled teachers to deliver in class support to a range of pupils who are slightly behind expectation or at risk of becoming so.*  *To aid the embedding of changes we will involve parents in workshops and various activities to support their understanding of our strategy.*  *The recently released framework supporting Outdoor Learning will be embedded through our RCCT teacher and all class teachers.*  *Our school attendance process is robust and will be further supported by a clear, shared school Policy to be shared with all parents and staff to ensure understanding of our school procedures to support pupil attendance.* | | | | |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | | | | | |
| 1. All teaching staff will investigate the revised Numeracy Strategy by the end of September and be able to access this for support as often as required. 2. Learning observations will highlight improvements in practice in numeracy and maths as teachers will access and use the materials and resources in the strategy. 3. All class teachers will create the Fact, Story, Action for their class using data available alongside recommended strategies for supporting pupils. This will be the basis for discussion in planning and progress meetings with the senior management team. All pupils will have increased focus on strategies for support and improvement. 4. Identified pupils who are Behind Expectation or on track but at risk of falling behind will receive targeted intervention support in maths and numeracy from their own class teacher and additional teacher access. This will be short term ‘sprint’ input to ensure progress. 5. At least 60% of all parents in the school will have attended and participated in a numeracy based family learning activity by June 2026 to help further their understanding of current practices and how to help their child. 6. All pupils will participate in at least one experience of outdoor learning every week from August ’25 until June ’26 either as part of Reduced Class Contact input or with their class teacher. 7. Whole school attendance figure will increase by at least 1% to 92.5% by December 2025 and then to 93% by June 2026.   Current levels of attainment and targets for improvement (Numeracy)   |  |  |  | | --- | --- | --- | | Stage | Numeracy | | |  | Current | Target | | Primary 2 | 76% | 88% | | Primary 3 | 77% | 83% | | Primary 4 | 96% | 96% | | Primary 5 | 70% | 75% | | Primary 6 | 71% | 75% | | Primary 7 | 77% | 82% |   Pupils currently Beyond Expectation and Targeted improvement (Numeracy)   |  |  |  | | --- | --- | --- | | Stage | Numeracy | | |  | Current | Target | | Primary 2 | 3 | 3 | | Primary 3 | 5 | 5 | | Primary 4 | 3 | 4 | | Primary 5 | 1 | 2 | | Primary 6 | 1 | 4 | | Primary 7 | 1 | 4 | | | | | | |
| **If PEF spend is supporting – how much and what?** | | | | | |
| Class Teacher allocation 1.1 FTE £67967.00  Teejay Maths Resource £1536.47  Admin support for Attendance £1500.00 | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| 1. Sharing the key points of the Numeracy Strategy to support teaching & learning | October In-Service |  | Teaching Staff  Numeracy Champion to take larger lead | Inverclyde Numeracy Strategy  Time allocated from Working Time Agreement  Authority presentation | | |
| 1. Develop analysis of attainment data through Fact Story Action, to inform the planning of teaching. | By October In-Service |  | Class Teachers  Intervention teachers  Depute Head  Head Teacher | Class date | | |
| 1. Developing and sharing examples of Numeracy through play/explorative/outdoor learning. | Ongoing |  | Staff development group | STEM Outdoors website resources  Visits to other establishments to view Best Practice | | |
| 1. Keeping Numeracy Targets in focus for planning & tracking meetings. | Ongoing |  | Head Teacher  Depute Head  Class Teachers | Meeting recording template updated | | |
| 1. Use PEF spend to provide targeted teaching input to raise attainment. | August - June |  | Class and intervention teachers | Intervention teachers meet regularly with Head and Depute to discuss progress and next steps | | |
| 1. Support the embedding of TeeJay maths and online resources throughout the school | Ongoing |  | Boost website resources | Working Time Agreement allocation | | |
| 1. Demonstrating PACE website to staff use for CLPL | August collegiate |  | Teaching staff member with more experience of PASE to deliver to all teaching staff | PASE website | | |
| 1. Sharing best practice of digital learning in Numeracy | Ongoing |  | Senior Leaders to explore best practice and share. |  | | |
| 1. Carry out self-evaluation activities to audit where we are and end of year impact of actions. | October In-Service and May In-Service |  | Senior Management Team  Class Teachers | Form created | | |
| 1. Developing family learning opportunities in numeracy. | Throughout the year |  | 2 teaching staff members  All classes |  | | |
| 1. Networking with other establishments to see and share best practice. | Ongoing |  | All staff to share ideas | Cover for visits to other establishments as required. | | |

|  |
| --- |
| **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? |
| **1 & 2** Learning observations will reflect the learning of class teachers in developing their numeracy teaching to incorporate Number Talks more frequently, pupil-led learning and increased pace in learning.  **3** Class teachers will display increased confidence in creating and analysing Fact, Story, Action for their class to support planning and progress for all pupils. This will be evident in planning and tracking meetings.  **4** The number of pupils at all stages who are On Track or Beyond by June 2026 will have further increased by at least the target figure.  **5** At least 90% of parents who attend workshops will report that they feel ‘More able’ to support their child at home with numeracy.  **6** Pupil voice activities including pre and post questionnaires will highlight a significant increase in outdoor learning experiences and the positive impact of these.  **7** All pupils and families with attendance below 90% for session 24-25 will create an action plan to improve attendance by October 2025. This will show a positive impact on their attendance by the end of October and continue monthly. Each family/pupil will have a personal target based on improving their previous attendance. |

|  |  |
| --- | --- |
| **Priority 2**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.** | |
| **How Good is Our School**  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  2.2 Curriculum | **UNCRC**  Article 29 (Goals of education):  Article 31 (Leisure, play and culture): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self-evaluation including data and stakeholder views** | | | | |
| *Previous staff interaction with the authority Literacy strategy has shown improvement in methodologies and aided the creation of our school Teaching of Literacy document. This will continue this session to ensure ongoing improvements and embedding of the approach across the school.*  *In session 24-25 we introduced Fact, Story, Action as a method of collating the range of data and strategies used to support pupil learning. We aim to develop this with staff to further support targeted interventions and to increase challenge.*  *Changes to our staffing over the past few years and continued focus on improving attainment in Literacy and Numeracy have resulted in a narrowing of our curriculum. As part of a wider curriculum refresh and review we will be reintroducing learning in French in each class as well as introducing other languages and knowledge of other countries as part of our school assemblies.* | | | | |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | | | | | |
| 1. All pupils will benefit from the teacher’s access and use of the Literacy Strategy and the St. Andrew’s Teaching of Literacy Handbook to receive a consistent, progressive approach to their learning in Literacy. 2. Learning observations will highlight good practice in Literacy, with particular reference to pupil talk as an essential part of all learning. 3. All class teachers will create the Fact, Story, Action for their class using data available alongside recommended strategies for supporting pupils. This will be the basis for discussion in planning and progress meetings with the senior management team. All pupils will have increased focus on strategies for support and improvement. 4. Identified pupils who are Behind Expectation or on track but at risk of falling behind will receive targeted intervention support in maths and numeracy from their own class teacher and additional teacher access. This will be short term ‘sprint’ input to ensure progress. 5. All pupils will participate in progressive, weekly learning activities in French delivered by class teachers.   Current levels of attainment and targets for improvement (Literacy)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Stage | Listening & Talking | | Reading | | Writing | | |  | Current | Target | Current | Target | Current | Target | | Primary 2 | 70% | 88% | 70% | 82% | 70% | 82% | | Primary 3 | 87% | 90% | 77% | 80% | 74% | 80% | | Primary 4 | 100% | 100% | 86% | 96% | 86% | 96% | | Primary 5 | 80% | 95% | 65% | 70% | 60% | 70% | | Primary 6 | 95% | 100% | 67% | 75% | 67% | 71% | | Primary 7 | 91% | 94% | 80% | 88% | 77% | 85% |   Pupils currently Beyond expectation and targeted improvement (Literacy)   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Stage | Listening & Talking | | | | Reading | | | Writing | | | No. of pupils | Current | Target | | Current | | Target | | Current | Target | | Primary 2 | 4 | | 5 | | 4 | | 5 | 4 | 5 | | Primary 3 | 7 | | 8 | | 6 | | 7 | 7 | 8 | | Primary 4 | 4 | | 5 | | 4 | | 5 | 1 | 3 | | Primary 5 | 0 | | 2 | | 6 | | 6 | 2 | 4 | | Primary 6 | 0 | | 2 | | 1 | | 3 | 1 | 5 | | Primary 7 | 0 | | 4 | | 0 | | 4 | 5 | 8 | | | | | | |
| **If PEF spend is supporting – how much and what?** | | | | | |
| Class Teacher allocation 1.1 FTE £67967.00 | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| Sharing the key points of the Literacy Framework to support teaching & learning | Ongoing – from August In-Service |  | All teaching staff  Support staff | St. Andrew’s Teaching of Literacy Handbook  Use of PASE website | | |
| Highlight how to analyse attainment data through FSA, to inform the planning of teaching. | From August 25 |  | Class teachers  Intervention teachers  Head Teacher  Depute Head | Class data and school Dashboard | | |
| Developing and sharing examples of literacy through play/explorative/outdoor learning. | Ongoing |  | Staff development group | STEM Outdoors website resources  Visits to other establishments to view Best Practice  Play Scotland Award materials | | |
| Keeping Literacy Targets in focus for tracking meetings. | Ongoing |  | Head Teacher  Depute Head  Class Teachers | Meeting recording template updated | | |
| Use PEF spend to provide targeted teaching input to raise attainment. | August - June |  | Class and intervention teachers | Intervention teachers meet regularly with Head and Depute to discuss progress and next steps | | |
| Clarifying writing approaches and expectation | August In-Service |  | Whole staff | St. Andrew’s Teaching of Literacy Handbook | | |
| Modern Languages: Power Language re-introduction | August In-Service |  | Class teachers  St, Columba’s Language Leaders | Allocation of time in Working Time Agreement  French resources | | |
| Assembly to cover +2 language of the term | From October 25 |  | Depute Head  Head Teacher | Songs, various whole school activities | | |
| Demonstrating PACE website to staff use for CLPL | August collegiate |  | Teaching staff member with more experience of PASE to deliver to all teaching staff | PASE website | | |
| Sharing best practice of digital learning in Literacy | Ongoing |  | Senior Leaders to explore best practice and share. |  | | |
| Carry out self-evaluation activities to audit where we are and end of year impact of actions. | October In-Service and May In-Service |  | Senior Management Team  Class Teachers | Form created | | |
| Developing family learning opportunities in literacy. | Throughout the year |  | 2 teaching staff members  All classes |  | | |
| Networking with other establishments to see and share best practice. | Ongoing |  | All staff to share ideas | Cover for visits to other establishments as required. | | |

|  |
| --- |
| **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? |
| a , b) All teaching staff will be familiar with the Teaching of Literacy Handbook and class practice will be in line with this. Class observations and staff discussions will highlight this.   1. All class teachers will create the Fact, Story, Action for their class using data available alongside recommended strategies for supporting pupils. This will be the basis for discussion in planning and progress meetings with the senior management team. All pupils will have increased focus on strategies for support and improvement. 2. Identified pupils who are Behind Expectation or on track but at risk of falling behind will receive targeted intervention support in maths and numeracy from their own class teacher and additional teacher access. This will be short term ‘sprint’ input to ensure progress. 3. All pupils will report that they have participated in at least one learning activity in French on a weekly basis and will be able to share their learning in pupil voice activities, parent workshops and assemblies. |

|  |  |
| --- | --- |
| **Priority 3**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **1. Empowered and accountable education system supporting lifelong learning.** | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion  1.5 Management of resources to promote equity | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education):  Article 19 (Protection from all forms of violence): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| *Due to a considerable refresh and update of many authority policies, we will need to provide sufficient time to focus on introducing, understanding, sharing with our school community and creating accessible, understandable versions for children.*  *Our ongoing focus and aim to increase attendance will continue. We will use our current school procedure to create a formalised policy in line with the authority policy. We will then share this with our school community and work closely with identified families to strive for improvement.*  *Session 24-25 saw significant impact of our learning and activities concerning Equalities across the school. We will further this by embedding curricular learning concerned with the protected characteristics of the Equality Act.*  *As the Protecting Children Policy has been updated, we will ensure our procedures around Child Protection are as robust as possible and assess to make sure they are in line with current practice.*  *As one of only eleven schools in Scotland to have achieved the Emotion Works Gold Award we will continue our excellent work in this area by working alongside our Golden colleagues to develop the Platinum pathway while embedding emotional literacy in our curriculum with particular focus in literacy and in our Interdisciplinary Learning.* |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * All pupils will share in a number of activities to develop the creation of pupil-friendly versions of the numerous policies to enable greater understanding for them and greater awareness of their role in following the guidance. * Pupils with historical attendance below 90% will be part of the creation of their own action plan to support increased attendance, with increased attainment and access to support if required. * At least 60% of parents will attend a class workshop/session explaining and highlighting pupil learning in connection with emotional literacy. * All pupils will further develop their emotional literacy with this becoming increasingly embedded in their class curriculum. | |
| **If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| 1. Sharing the key points of the new Inverclyde ASL Policy | Ongoing |  | Educational Psychologist  Depute Head  Head Teacher | Authority policy  Discussions with other schools |
| 1. Sharing new Anti-Bullying policy and embedding into practice | From September 25 |  | Educational Psychologist  Depute Head  Head Teacher | Staff collegiate  In-Service activity |
| 1. Develop a school Anti-Bullying Policy in response to the new Anti-Bullying Policy 2025 (September) – ensuring all stakeholders are included | September/  October 2025 |  | Educational Psychologist  Depute Head  Head Teacher  Pupils,  parents,  staff,  partners and  volunteers) |  |
| 1. Create a pupil-friendly version of the school’s Anti-Bullying policy | October/  November 2025 |  | Pupil Voice groups  Class discussions |  |
| 1. Assessing our systems for how Included, Engaged & Involved our pupils are. | October 25 |  | Senior Leaders | Included, Engaged, Involved 3 |
| 1. Embedding Equalities in our whole school ethos and planning practices. | All year |  | Led by Depute Head  Staff development group  Pupil group | Resources to support learning  Audit materials  Working Time Agreement allocation |
| 1. Audit of Child Protection practices | August/ September 2025 |  | Head Teacher | Authority Child Protection audit framework |
| 1. Support the embedding of Emotion Works in IDL approaches. | From August 25 |  | Jennifer McShane – Emotion Works Lead  Class teachers | Staff collegiate sessions |
| 1. Sharing the key points of the Signs of Safety initiative and embedding into CP practices. | TBC |  | Head Teacher  Depute Head | NHS training offer |
| 1. Sharing new Positive Relationships policy and embedding into practice |  |  | All staff  Parents  Pupils |  |
| 1. Sharing new Attendance policy and embedding into practice | By September 25 |  | Head Teacher  Staff  Parents  Pupil groups | School policy |
| 1. Attendance Tracking | Monthly – possibly less for some families |  | Head Teacher  Admin assistant  Education Scotland Attainment Advisor | Education Scotland Improvement resources |
| 1. Carry out self-evaluation activities to audit where we are and end of year impact of actions. | September & June |  | Senior Leaders  Staff development group | Use of Form to gather improvement data |
| 1. Networking with other establishments to see and share best practice. | Ongoing |  | All staff to share ideas | Cover for visits to other establishments as required. |

|  |
| --- |
| **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? |
| * All staff, pupils and parents will report, in questionnaires and in discussions, that they are aware of the various policies and understand what they are for, their part in supporting them, the impact they can have on them and how this understanding has increased from September to June. * All pupils will report that they feel they are part of the process to create pupil-friendly versions – although some will be more involved than others will. * All pupils will be aware that there is a policy, what a policy is and that it supports all of them. * School practices in identifying and reporting bullying, child protection, supporting learners and promoting attendance will be well known and understood by staff, parents, pupils and all visitors. * All pupils with historically lower attendance (below 90%) will show an increase in attendance that will at least achieve their own individual target. * Pupil voice activities, learning observations and teacher planning and progress meetings will highlight and evidence the embedding of emotional literacy activities throughout the curriculum. |

|  |  |
| --- | --- |
| **Priority 4**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in skills and sustained, positive school-leaver destinations for all young people | |
| **National Improvement Framework Outcomes**  **1. Empowered and accountable education system supporting lifelong learning.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **7. Digital technology enhancing learning and tackling digital inequality.** | |
| **How Good is Our School**  2.2 Curriculum  2.5 Family learning  1.3 Leadership of change  2.3 Learning, teaching and assessment | **UNCRC**  Article 42 (Knowledge of rights):  Article 3 (Best interests of the child): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self-evaluation including data and stakeholder views** | | | | |
| *As a result of our self-evaluation focusing on pupils, parents and staff opinions on changes we would like to see in our curriculum offer we are introducing and developing planning formats that will support staff delivery of cohesive, progressive learning opportunities across all elements of the curriculum. There will be staff development and leadership opportunities – building on our very successful staff development groups from this session.*  *Session 24-25 saw significant impact of our learning and activities concerning Equalities across the school. We will further this by embedding curricular learning concerned with the protected characteristics of the Equality Act.*  *As part of our curriculum improvement we aim to include parents throughout – involving them in workshops, class observations etc. to share our journey with them and hear their voice in our improvements.*  *To accompany these development activities we will involve the pupils in creating a representation of what the St. Andrew’s curriculum looks like.* | | | | |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | | | | | |
| * All pupils will have access to a wider, more structured and progressive curriculum as a result of the adoption of uniform planning procedures adopted, adapted and implemented by all teachers. This will take place throughout the year, | | | | | |
| **If PEF spend is supporting – how much and what?** | | | | | |
| Outdoor Learning resources – to be finalised after staffing figure is known and new STEM resource is able to be analysed | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | | |
| 1. Developing uniform planning templates across: 2. **Religious & Moral Education** 3. **Expressive Arts** 4. **Social Subjects** 5. **Sciences** 6. **Technologies** | Ongoing from August |  | Staff development group to review and develop planners | 1.R.E. Refresh and renew Planners for each class  2. Glasgow resource to be shared  3. Staff development group/Best practice  4. Authority Science Planners  5. STEM Outdoors | | | |
| 1. Introduce core curricular STEM learning as Reduced Class Contact time delivered by experienced, expert teacher | From August |  | Class Teacher (G. Neeson) | STEM Outdoors  Development Pathway | | | |
| 1. Sourcing best practice in these curricular areas and sharing with school staff | Ongoing |  | Staff development group | Cover as required | | | |
| 1. Sourcing CLPL and sharing with school staff | As required |  | Senior Leaders | As required | | | |
| 1. Organising and sharing resources | From August |  | Staff development group to review and develop planners |  | | | |
| 1. Continue development of exploratory learning throughout the school. | September – June 26 |  | Working group to review last year’s development and introduce ‘Big Question’ approach | Working party – short term | | | |
| 1. Audit of staff confidence in teaching areas of these subjects | August 25 |  | Staff development group | Questionnaire | | | |
| 1. End of year impact of SIP group interventions. | May/June 26 |  | Senior Leaders | May/June 2026 | | | |
| 1. Embedding sustainable systems to keep equalities and meta-skills acknowledged in planning. | Ongoing |  | Equalities Groups | Assembly  Pupil group meet with staff  Revised recording of planning format | | | |
| 1. Developing WAGOLLs for the Four Contexts of Learning display. | From August 2025 |  | Head Teacher  Depute Head  Class Teachers | Assembly template shared and used weekly  Wall displays | | | |
| 1. Using ***Developing in Faith*** to audit current RE practice. | October In-Service Day |  | Head Teacher | Developing in Faith Self – evaluation materials | | | |
| 1. Networking with other establishments to see and share best practice. |  |  | St. Joseph’s Primary | Develop partnership with local school to enhance Religious experience of pupils | | | |
| 1. Develop a user-friendly curriculum rationale to be accessible for pupils, staff and families. |  |  | Pupil Group  Staff development group | Created Rationale based on current changes and updates. | | | |
| **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? | | | | | | | |
| * All pupils, staff and parents through discussions and questionnaires, will report that they feel the curriculum offer in St. Andrew’s is better than previous. * Pupils will share, in focus groups and pre and post questionnaires that they have participated in a wider variety of learning experiences that have enhanced their school experience. * Parents will share a similar view concerning feedback from their children. * All staff will recognise and show, through pre and post questionnaires, increased confidence to deliver the various elements of the curriculum while also feeling supported to provide interesting, progressive experiences due to planning pathways and formats provided, created and shared. | | | | | | | |