Education – Improvement Planning Document – 2025-2026

A close-up of logos

Description automatically generatedEstablishment Name: St John’s Primary School & Nursery Class

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| Head of Establishment | Leanne Cannon | Date | June 2025 |

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| Quality Improvement Officer | Adam Stephenson | Date | June 2025 |

Our Vision, Values and Aims

**Vision**:

Learning and growing together through faith, hard work and love, to go safely on our way.

**Values**:

 Respect, Ambition, Love, Patience, Honesty

**Aims**:

Together we will:

* Respect each other, all faiths and the world around us.
* Provide opportunities to develop pupils’ personalities, talents and physical abilities in a variety of settings allowing them to reach their fullest potential in nursery, school and the wider Community.
* A screenshot of a phone

  Description automatically generatedCreate a caring and happy environment where we can develop our God given talents.
* Demonstrate patience and understanding to all in a supportive way.
* Establish an ethos of honesty in our words and actions.

*Stakeholder’s views*

**How were stakeholders views collected?**

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| Pupils were consulted on school improvement throughout the year in several ways. Groups of up to 6 pupils per class were identified randomly during our Quality Assurance week at 3 separate times throughout the year. During these meetings, pupils brought evidence of their learning with them to discuss with a member of SLT. They also engaged in a discussion around Learning, Teaching and Assessment to determine areas of strength and development, aiming to achieve consistency throughout each year group. Pupils also discussed next steps in their learning and what they need to be successful. Children also joined a committee of their choosing closely linked to developments across the establishment.  In Nursery, children were consulted on a range of topics including developments of outdoors areas, development of block areas and visits outside the nursery. Children, along with their families, were asked about what they enjoyed about nursery, what was going well and what they would improve upon.  Families were also consulted on school and nursery improvement throughout the year by a series of Microsoft Form questionnaires. These questionnaires sought to find out information from all perspectives. Questions centred around what was going well within the school, what processes and procedures should be kept, what needs to improve, what we should start doing and what we should stop doing. These questionnaires have helped shape our future planning.  Staff regularly engaged in reflective discussions centred around 2.3 and 3.2 of HGIOS?4 to inform our planning.  Staff have also been involved in various forms of sharing their views through regular data meetings, whole staff meetings and individual Microsoft Forms questionnaires. |

**How was PEF spend consulted on?**

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| PEF spending is reflective of all the information gathered throughout the year from all stakeholders. Information gathered has allowed us to plan ahead for maximum school and nursery improvement based on current views. Elements of participatory budgeting also allowed for more autonomy within the community including proposed spending on outdoor learning. All staff agreed on the PEF proposals for the year. |

**Plan: Session 2025-2026**

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| **Priority 1**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Choose an item. | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Writing**  When analysing data from all sources, it is clear that attainment remains high across the school and nursery for all tracked curricular areas including listening and talking, reading, writing and numeracy. All areas continue to exceed local, family and comparator school averages. However, predicted gains in writing have not been achieved for various reasons. Writing remains the lowest performing area of the curriculum with 82.4% of pupils on track and the PRAG remains the widest at 5.7%, although this has closed by 7.3% over the course of this session. This shows that we need to continue to review assessments and expectations in writing to further support increasingly accurate judgements. This will be aided by the introduction of the new Inverclyde writing criteria and increased opportunities for moderation across the cluster. PEF will be used to support interventions through the deployment of additional PSA hours. Primary 3 and Primary 5 for session 25/26 have the widest gaps in attainment in writing, therefore considerations have been taken with staff allocation and class structure.  **Reading**  As a school community, we are currently a Silver Reading School. We value the importance of reading and its benefits and are working closely with the framework to achieve Gold Reading Schools status, with a focus on reading for pleasure. This work is ongoing from last session and will now become the responsibility of the Literacy group.  When analysing reading data, Primary 2 currently demonstrate the lowest levels of reading achievement across the school and will require targeted support into Primary 3 to improve outcomes.  **Attendance**  Across the school, attendance has increased by 2.7%. To build upon this success we will continue to ensure families are supported to maximise attendance with rigorous approaches embedded fully. We will continue to work with the cluster to create and embed an attendance policy.  **Nursery**  In nursery, listening & talking, reading and writing attainment shows 91.7% of children are on track or beyond. 79% of children are on track or beyond for numeracy, making this the focus for session 25/26. We will continue to use SEAL strategies and further embed numeracy in their play experiences both indoors and outdoors.  We will continue to embed the Inverclyde Authority Tracker whilst also beginning to track the wider curriculum. |
| **Expected outcomes for learners** | |
| **Writing**   1. By June 2026, the Poverty Related Attainment gap for pupils in SIMD 1+2 in writing will be below 5% on average. 2. By June 2026, writing attainment in Primary 1 will exceed 80%. 3. By June 2026, writing attainment in Primary 2 will exceed 83%. 4. By June 2026, writing attainment in Primary 3 will exceed 82% 5. By June 2026, writing attainment in Primary 4 will exceed 87%. 6. By June 2026, writing attainment in Primary 5 will exceed 82%. 7. By June 2026, writing attainment in Primary 6 will exceed 84%. 8. By June 2026, writing attainment in Primary 7 will exceed 85%.   **Reading**   1. By June 2026, we will become a Gold Reading School with increased opportunities for reading for pleasure. 2. By June 2026, reading attainment in primary 3 will exceed 80%.   **Attendance**   1. By June 2026, attendance will exceed 95% across the school. 2. By June 2026, attendance will improve by 10% for a targeted group of pupils. 3. By June 2026 an attendance policy will be embedded across the establishment.   **Nursery**   1. By June 2026, Numeracy attainment will exceed 80%. 2. By June 2026, all children will be tracked across other curricular areas. | |
| **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? | |
| * PRAG will decrease, particularly in writing – this will be tracked closely at each progress meeting to ensure we are on track to reach or exceed our target. * Intervention processes throughout the school will have a focus on writing. * Inverclyde Writing Assessments and in house/cluster moderation will ensure consistency across the standards. * A deeper look into writing progression and assessment will increase confidence in judgements made. * Quality assurance processes will focus dedicated time on planning meetings, stage meetings and data meetings connected to writing development. * Written pieces of work from children will show progress and children will be able to confidently speak about this progress. * Opportunities to celebrate success in writing throughout the establishment through the use of the WOW wall. * Following our reading action plan, we will measure our successes in raising reading for pleasure. * Rigorous approach to attendance will ensure support for families is timely and proportionate. * Regular meetings and plans will be created for children who have an attendance of less than 80%. * HWB Coach to support the ‘pull to school’ for children whose attendance is less than 80%. * Numeracy staff will focus on SEAL across the playroom and seek opportunities to include numeracy across all areas. * Interventions will support those children tracking as behind expectation. * Staff will use the new tracking system to confidently track pupils against other curricular areas. | |
| ​**If PEF spend is supporting – how much and what?** | |
| 1. **1.4 PSA to support interventions across school (£24,000).** 2. **HWB Coach (£15,000)** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review of literacy policy to ensure consistency of literacy teaching and learning throughout the establishment. | June 26 |  | DHT  All Staff | * St John’s Star Standard literacy expectations * Inverclyde Key Principles for Writing booklet * North Lanarkshire Writing |
| Increased moderation cluster events across early establishments, cluster schools, authority and west partnership. | October 25  January 2026  April 2026 |  | All Staff with cluster colleagues | * Writing benchmarks * Writing assessments * Assessed writing |
| Review current assessment strategy in line with new authority writing framework. | By October 25 |  | All Staff | * Writing benchmarks * North Lanarkshire Writing * Writing assessments |
| Identification of those pupils in SIMD1+2 who are behind expectation in writing. | September 25 |  | All staff | * Data Dashboard * Writing assessments * Writing interventions |
| Identification of those pupils in SIMD 3-10 who are behind expectation in writing. | September 25 |  | All staff | * Data Dashboard * Writing assessments |
| Identification of those pupils who have attendance lower than 80% and are behind expectation in writing. | September 25 |  | All staff | * Data Dashboard * Business Intelligence |
| Regular progress meetings with a focus on PRAG. | Ongoing |  | SLT | * GIRFEC Meetings * Collegiate meetings to focus on moderation of writing across the establishment |
| Continuation of “Wow” wall for writing | Ongoing |  | All staff | * Dedicated space for sharing writing * St John’s Star Standard |
| Targeted support by SfL team for those children behind expectation in reading and writing, particularly in Primary 3 and 5. | Ongoing |  | SfL | * North Lanarkshire resources. * Class readers and Novels. * Writing resources. |
| Identification of pupils with historically low attendance and creation of action plans. | October 25 |  | HT | * Families invited to meeting to create action plan. * Single Agency Meetings |
| HWB coach to provide a pull to school for targeted groups of pupils. | Ongoing |  | HWB Coach | * SEEMIS to identify low attenders * Budget for outdoor learning * Participation record |
| Regular attendance meetings to identify trends in attendance. | Monthly |  | SLT  Clerical Assistant | * Business intelligence * SEEMIS * Quality Assurance calendar |
| Collegiate cluster sessions to develop attendance policy. | Termly |  | SLT  Teaching Staff | * Education Scotland – Improving Attendance * CAR attendance documents * SEEMIS – Business Intelligence * Attendance Self-Evaluation Toolkit |
| Identification of pupils behind expectation in Numeracy | By September 2025 |  | All Nursery Staff | * Learning Journals |
| Staff to revisit SEAL strategies | By October 2025 |  | All Nursery Staff | * SEAL |
| Targeted support for identified pupils throughout the year | Ongoing |  | All Nursery Staff  Identified group | * SEAL * Numeracy resources |
| Staff to continue their ongoing use of new authority trackers for literacy, numeracy and health and wellbeing | Ongoing |  | All Nursery Staff | * Authority Trackers |
| Staff to begin tracking wider curriculum to ensure broad coverage. | Ongoing |  | All Nursery Staff | * Authority Trackers * Self-Evaluation tools * HGIOELCC * CfE |

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| **Priority 2**  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  Choose an item. | | |
| **NIF Driver**  School Improvement  Choose an item.  Choose an item. | **HGIOS/ELC QIs**  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  2.3 Learning, teaching and assessment | **UNCRC**  Article 2 (Non-discrimination):  Article 4 (Protection of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Building Racial Literacy**  In session 2024/25, the DHT undertook Education Scotland training on Building Racial literacy. In response to this new learning, all staff across the establishment have participated in professional learning opportunities, to reflect our ever diversifying community. Using the James Bank Model of integrating multi-cultural content in the curriculum, the establishment have fully embedded stage 1, the contributions approach, and will move towards stage 2, an additive approach, by adding themes and courses related to multicultural content to the existing curriculum. This will ensure that the whole community increases their awareness of racism, its effects and how we can live in a more inclusive community. Wellbeing is at the heart of all we do, Positive nurturing relationships underpinned by the school values, the St John’s Star Standard and the Gospel values are embedded throughout the school and nursery outcomes. We understand, value and celebrate diversity. We aim to develop a strategic overview of inclusion and diversity to combat racism, discrimination and stereotyping. Through professional learning sessions staff will be empowered to lead learners to challenge discrimination and decolonise the curriculum ensuring perspectives from multiple cultures are represented in all curricular areas. Together, as a community, this will lead to the creation of St John’s Equalities Policy.  **Trauma-Informed Practice**  As an establishment and cluster, we understand that many of our families and young people have experienced trauma and this affects their daily lives, how they engage in education and their expected outcomes. It is imperative that we better understand the position of our families and work collaboratively to create an inclusive, trauma informed environment where all can succeed with the support necessary. We plan to work as a cluster to audit current practices, plan effective ways to increase understanding across the cluster and work collaboratively to meet the needs of our collective community.  **Play Pedagogy**  A recent inspection has highlighted the success of play pedagogy to improve outcomes for learners. We need to ensure all children benefit from this pedagogical approach by supporting and building on staff capacity to implement play pedagogy effectively, reflecting the age and stage of learners in each class. By auditing our approach and working collegiately, we can ensure all staff are well-informed about the significance of play to inform planning across the school for all levels. Using the Realising the Ambition Document the establishment will focus on the environment to enhance play experiences. During our recent inspection, it was noted that the use of tracking of wider achievement would enhance pupils’ experience. We aim to use our knowledge of pupils to ensure the curricular and extra-curricular offer in an enquiry based approach will allow pupils to make the best possible progress.  Increased opportunities for playing outdoors will be supported by the HWB coach.  **Anti-Bullying Policy and Promoting Positive Relationships Policy**  As a result of the revised Inverclyde Anti-bullying policy in May 2025, support will be provided for all staff, families and children to participate in learning experiences to revise St John’s Anti-Bullying policy. In line with the Scottish Government action plan, relating to behaviour, a review of Inverclyde’s Promoting Positive Relationships Policy will support the review St John’s Promoting Positive Relationships policy.  **Signs of Safety**  HSPC’s Signs of Safety training offers a clear, strengths-based framework to support staff in working collaboratively with families to ensure children's safety. By promoting early identification of concerns and encouraging shared responsibility, this approach actively involves children and families in decision-making.  Training the Senior Leadership Team will:   * Strengthen confidence and create consistent practice across the school in safeguarding partnerships with families. * Enhance collaboration with external agencies, ensuring all staff clearly understand their safeguarding roles and responsibilities.   **Nursery**  Feedback from learning visits and pupil voice in the nursery has indicated that the nursery is lacking in a calm/cosy space. Due to space limitation indoors, it was agreed that a suitable space could be identified outdoors to create a "Zen Den" where children can go to regulate feel calm/quiet/cosy. This was a priority for last session but was not complete, due to funding, so remains a priority. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| **Building Racial Literacy**   1. By June 2026, all children will have experienced learning opportunities related to multicultural content. 2. By June 2026 all staff will have incorporated the Anti-Racist Critical Thinking Model into IDL plans. 3. By June 2026, most families will have an increased awareness of racism and its effects in our community and wider society.   **Trauma Informed Practice**   1. By June 2026, all staff will have completed STILT training. 2. By June 2026, all families will have the opportunity to engage in trauma informed information sessions to increase community awareness.   **Play Pedagogy**   1. By October 2025, all staff will have audited their classroom environment to enhance play opportunities for children. 2. By June 2026 all E’s & O’s that are achievable through play experiences will be clearly identified.   **Anti-Bullying Policy and Promoting Positive Relationships Policy**   1. By June 2026 an Anti-Bullying Policy will be implemented in line with Inverclyde’s revised Anti-Bullying Policy. 2. By June 2026 all children, families and staff will have an increased knowledge of the revised St John’s Anti-Bullying Policy. 3. By June 2026 all children, families and staff will have had opportunities to review St John’s Promoting Positive Relationships policy.   **Signs of Safety**   1. By June 2026 all SLT will have undertaken Signs of Safety Training provided by HSPC.   **Nursery**   1. By June 2026, all children will have access to a calm/quiet area outdoors to regulate their emotions (Zen Den) | |
| **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? | |
| * IDL block planners will be adapted to ensure multiple perspectives are taken into account when planning learning experiences. * Pre and post questionnaires will show an increase awareness and understanding of racism and its effects within our community for children, families and staff. * CLPL and professional learning will increase staff knowledge and confidence around racism and will positively impact staff confidence in teaching about race and equality. * Through CLPL and collaborative Professional planning across the cluster, staff will be able to use their knowledge of trauma to inform their planning, their relationships and their engagement with both pupils and their families to ensure experiences at school and nursery are appropriate. * Children will have a better understanding of trauma and how this can shape their understanding of the world around them. * Children will have regular opportunities to assess their wellbeing against the wellbeing indicators, which will in turn inform next steps. * Classroom environments will be more conducive to child-led play experiences. * Collegiate sessions to identify experiences and outcomes achievable through play will be identified, ensuring environments support enquiry based learning. * Children in nursery will have access to a recognised area to allow for co-regulation and regulation in a calm environment. | |
| ​**If PEF spend is supporting – how much and what?** | |
| 1. **HWB Coach (£15,000)** 2. **Enquiry Based Learning Resources for indoors and outdoors (£5,000)** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Staff will undertake self-evaluation activities to build knowledge and understanding of where we are as an establishment on our BRL journey. | Ongoing |  | All staff at Whole Establishment Meetings | * Leanne Cannon, DHT * BRL Training resources * James Bank Model of Multicultural education |
| Staff have a clear understanding of reporting mechanisms around bullying and racist incidents. | Ongoing |  | All Staff | * Child Protection Audit Toolkit * Anti-bullying policy * SEEMiS |
| IDL Block Planners will be adapted to ensure multiple perspectives are included during learning experiences. | Ongoing |  | Teaching Staff  Nursery Staff  Leanne Cannon | * Anti-Racist Critical Thinking Model (ARCT) * antiracisted.scot |
| Planned opportunities to showcase multi-cultural learning experiences throughout the year. | Ongoing |  | All Staff  Families | * Education Scotland BRL resources * Various texts and class resources * Online platforms * Local Museum & Library |
| Creation of St John’s Equalities Policy. | Ongoing |  | All Staff  Pupils  Families  Class Committees | * BRL Resources * SCES Resources * TIE Resources |
| Audit of current trauma knowledge against Glasgow toolkit alongside cluster establishments.  Staff training including any remaining STILT modules and training from Scottish Attachment in Action. | By October 2025  August – December 2025  Ongoing |  | All Staff  Educational Psychologist  Virtual Headteacher | * Glasgow Nurture toolkit. * STILT Resources * Scottish Attachment in Action |
| Collegiate opportunities with cluster to identify shared goals in raising awareness of trauma and coping with secondary trauma. | Ongoing |  | All Cluster staff  Educational Psychologist | * Glasgow Nurture toolkit. * Nurturing Principles |
| Audit our current play offer across each stage with a focus on our environment working towards the refinement of a play strategy within the establishment. | By October 2025 |  | All staff  PT | * Realising the Ambition * CIRCLE Framework * Nursery practitioners * HGIOS?4 * A Quality Framework for Early Learning and Childcare, School-aged Childcare and Childminding Service |
| Share experiences of what play looks like in each stage in order to build confidence in its implementation, especially at first and second level. | Ongoing |  | All staff  PT | * Realising the Ambition * St John’s Star Standard * P7 play experience for staff * P1 play experience for staff |
| Audit environment of and resources for outdoor learning experiences. | Ongoing |  | HWB Coach  All Staff  PT | * Realising the ambition * HGIOS?4 * A Quality Framework for Early Learning and Childcare, School-aged Childcare and Childminding Service * Play resources |
| Collegiate opportunities to engage with Inverclyde’s Anti-Bullying policy in order to revise St John’s Anti-Bullying Policy and increase understanding for all stakeholder’s | Ongoing |  | DHT leading  All Staff | * Inverclyde’s revised Anti-Bullying Policy * St John’s Anti-Bullying Policy * Respect for All |
| Collegiate opportunities to engage with Inverclyde’s Positive Relationship Policy in order to revise St John’s Positive Relationships Policy and increase understanding for all stakeholder’s. | Ongoing |  | DHT leading  All Staff | * Inverclyde’s Positive Relationship Policy * St John’s Positive Relationship Policy |
| Senior leaders to participate in Signs of Safety training with HSCP. | By June 26 |  | SLT  HSCP colleagues |  |
| Suitable place in outdoor area to be agreed for new “Zen Den” structure. Any ground work to be prepared. | By December 2025 |  | HT  All nursery staff  Tony Lawson, Property Services | * Resources dependant on needs of the agreed area |
| Structure & suitable resources (cushions, rugs, fairy lights, mirrors, emotional regulation visuals) to be sourced. (varying choices dependent on amount of grant- £500, £1000 or £1500) | By December 2025 |  | Donna, Nursery Depute  All nursery staff | * Early Years Catalogues |

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| **Priority 3**  Developing as a Community of Faith and Learning  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  School Improvement  School leadership  Choose an item. | **HGIOS/ELC QIs**  1.3 Leadership of change  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 29 (Goals of education):  Article 2 (Non-discrimination): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Curriculum Rationale**  In 2022/23, we reviewed our Vision, Values and Aims as a whole community. We developed our approach to streamlining our vision and offer by introducing and refining our St John’s Star Standard, a set of agreed expectations for our community. Information from our own self-evaluation and advice from our recent Education Scotland inspection has led to us refocusing our approach to curriculum development. We aim to have a refreshed curriculum rationale that reflects our whole community and links well with our current vision and ensures we deliver a curriculum that supports our learners to make the best possible progress, working towards a digital profile for learners. We aim to use our knowledge of pupils to ensure the curricular and extra-curricular offers will allow pupils to make the best possible progress. In conjunction with the Diocese, we will also aim to ensure our Religious Education curriculum is reflective of our community and that children and young people experience a coherent and progressive Religious Education curriculum which permeates the four contexts for learning enabling them to encounter Christ and serve God and their neighbour. The Curriculum Improvement Cycle will support with St John’s refresh of the curriculum rationale.  **Meta-Skills**  As part of our curriculum changes, we will build on our “Learning Powers” and how they help our children to understand and utilise different learning styles. As identified through our own self-evaluation, we will further enhance these learning dispositions to include a list of key meta-skills that children can use in any learning situation to enhance their resilience in learning, thus enhancing attainment and wellbeing across the school and nursery. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| **Curriculum Rationale**   1. By June 2026, we will have a new curriculum rationale that reflects everyone in our community and links to our vision, values and aims.   **Meta Skills**   1. By June 2026, almost all pupils will be able to articulate the meta-skills needed to support successful learning appropriate to their stage of development.   **Wider Curriculum**   1. By June 2026 all children living in SIMD 1&2 will have had opportunities to participate in extra-curricular activities. | |
| **Measure of Impact: What we will see and where?** | |
| * Pre and post questionnaires of pupils, families and staff will show an increased awareness of the curricular needs of our community. * CLPL will allow for staff to reflect on current practices and make changes collaboratively that will reflect in our curricular offer. * Wider achievement tracker will ensure all children across our establishment have the opportunity to learn, grow and experience success. * Curriculum offer will ensure coverage across the CfE, ensuring progression and depth. * HWB Coach to track extra-curricular activities and out of school achievements * The planning of a creation of a digital profile for each learner to track attainment and achievement. * Children will have autonomy for their learning in an inclusive environment following a range of pedagogies and approaches to learning and teaching. * Revise Pupil Committee groups to reflect the needs of the establishment. * Meta Skill plan, created by previous NQT, will be introduced to all learners. * Pupils will be able to articulate which skills are being used and how they can affect learning positively. | |
| ​**If PEF spend is supporting – how much and what?** | |
| 1. **HWB Coach (£15,000)** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Audit of current curriculum offer with all pupils, families and staff. | Ongoing |  | SLT  All pupils, families and staff | * Microsoft Forms * Education Scotland resources on curriculum |
| Revise pupil committee groups to enhance the impact the groups will have on school improvement. | By October 2025 |  | Pupil Committees  All Staff | * Budget for committees * Committee Action Plans |
| Quality Assurance processes to ensure high quality teaching and learning of Religious Education across the school. | Ongoing |  | SLT | * Quality Assurance Calendar |
| Wider achievement and attainment audit carried out for all pupils to ensure we are offering appropriate opportunities for all pupils, especially those who are disadvantaged. | Ongoing |  | All pupils | * Microsoft Forms * HWB Coach |
| Evaluation of wider achievement and attainment tracker working towards a digital profile. | Ongoing |  | HWB Coach  SLT | * Self-Evaluation |
| Opportunities for school improvement processes allow teachers and practitioners to develop their understanding of the national standards in other curricular areas. | Ongoing |  | All Staff | * National Standards for other curricular areas * Moderation Activities |
| Implementation of Meta-Skill plan throughout the school. | Ongoing |  | Teaching staff | * Learning Powers * Meta-Skill Progression Framework * Skills Development Scotland |

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| **Cost of the school day PEF support** |
| * £3000 for residential experiences for 40 P6 and P7 pupils who reside in SIMD 1+2. |