



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26

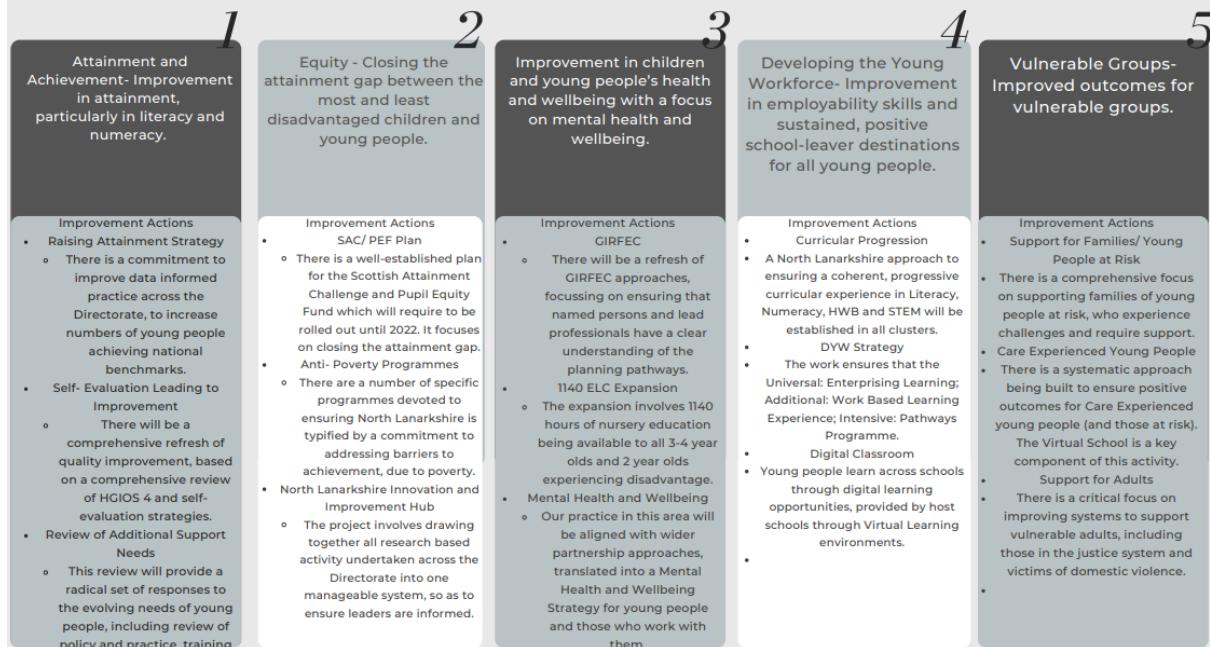
School:	St Andrew's Primary School
Cluster:	St. Margaret's High School
Head Teacher:	Colette Lambie (Acting)

Improvement Plan Summary	
School Priority 1:	To Raise Attainment Through Consistent, High-Quality Learning, Teaching and Assessment Including Play and Enquiry-Based Approaches
School Priority 2:	To improve whole-school attendance to at least 92% by June 2026 through consistent monitoring, early intervention, relational family engagement, and whole-school strategies that promote a culture of belonging, wellbeing, and high expectations.

Nursery Class Priority:

To improve outcomes for learners by using NLC Progressive Planners and Education Scotland Individual Milestones, ensuring high-quality, developmentally appropriate learning experiences.

Education and Families Priorities





Saint Andrew's Primary and Nursery Class



VALUES VISION AND AIMS



FAITH



FRIENDSHIP



HONESTY



RESPECT

VISION STATEMENT

At Saint Andrew's Primary and Nursery, we are rooted in the values of Faith, Friendship, Honesty and Respect.

Guided by Gospel values, we nurture a loving and inclusive community where every child is supported to grow spiritually, academically and morally.

In partnership with families and the wider community, we inspire our pupils to live with integrity and compassion, preparing them to make a positive difference in the world.

AIMS

- To ensure the wellbeing and dignity of every child lies at the heart of all that we do.
- To provide a relevant and motivating curriculum that challenges all learners to contribute effectively in society today and in the future.
- To deliver high quality learning and teaching in every classroom and every lesson.
- To work closely with families and partners to secure positive outcomes for all learners
- To support each child in understanding the importance of following Christ in their lives.



Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement (pupils, parents/carers, partners)

Engagement with Parents

- Parent council consultation
- HGIOS survey checkpoints
- Questionnaires
- PEF spend evaluation glow forms
- Intervention evaluation glow forms

Engagement with Learners

- Personal Learning Planning
- Pupil voice led curriculum consultation
- Target setting
- Pupil led enquiry-based learning
- Wellbeing surveys
- Pupil committees
- Pupil focus group discussions

Engagement with staff

- HGIOS survey checkpoints and QI evidence gathering
- AIP meetings and evaluations
- Forward planning/ tracking and monitoring meetings
- PEF evaluations and next steps
- Classroom observations
- Peer observations
- Cluster moderation
- AIP consultation and evaluation of progr

2025-26 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To Raise Attainment Through Consistent, High-Quality Learning, Teaching and Assessment Including Play and Enquiry-Based Approaches
Person(s) Responsible Who will be leading the improvement?	Colette Lambie

(Please insert the relevant information below using the codes above)	
NIF Priority: 1,2,3,5	NIF Driver: 1,2,4,5
NLC Priority: 1,2,3,4,5	QI: 1.2, 2.1, 2.2, 2.4, 3.1, 3.2
PEF Intervention: 2,5,6,11,12	Developing in Faith/UNCRC: Serving the common good UNCRC: 28 & 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?)
St. Andrew's Primary and Nursery Class serves a community experiencing high levels of socio-economic deprivation, with 70% of pupils in SIMD quintile 1-2 and 43% of learners identified with additional support needs. The school benefits from strong relationships, dedicated staff, and small class sizes, creating a strong foundation for child-centred pedagogy. Analysis of attainment and Quality Assurance evidence has highlighted a need to reduce variability in learning, teaching and assessment across the school. Simultaneously, staff have expressed enthusiasm for embedding more play and enquiry-based learning , to increase learner engagement, independence, and depth of understanding. This priority combines the drivers of consistency and innovation to ensure that all learners benefit from high-quality, inclusive pedagogy that supports attainment and progression across all stages.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		

Moderation of Learning, Teaching and Assessment

Moderation of Learning, Teaching and Assessment				
By Sept 2025, Strengths and areas for improvement in LTA will be identified and baseline used to inform LTA focus.	Audit current practice in learning, teaching and assessment.	Use audit data to establish a baseline. Repeat in May to measure progress.		
By June 2026, all class teachers will have engaged in 3 improvement cycles and recorded the impact for learners through practitioner enquiry.	Engage in cluster-wide CLPL using Simon Breakspear's Teaching Sprints to focus on key pedagogical improvements (e.g. assessment, differentiation, high-quality questioning)	Practitioner enquiries will demonstrate improvement in focused pedagogical approaches leading to improved outcomes for learners.		
By June 2026 , consistency and quality of learning teaching and assessment will have improved in almost all classes.	Implement cluster trios for peer collaboration—observation, dialogue, and joint reflection across schools	Staff confidence surveys. Recorded SLT lesson observations Pedagogy trio dialogue/feedback		
By June 2026 Consistency and reliability of Teacher Professional Judgement (TPJ) of achievement of curriculum for excellence levels will have improved (ACEL)	Facilitate termly collegiate planning days supported by a member of SLT and professional collaboration , and reflective discussion focused on play/enquiry and consistency.	Termly tracking meetings. Moderated IDL plans and learner evidence. Jotter monitoring Padlet learner evidence profiles		
By June 2026 Increased independence and engagement of most learners	Classroom and outdoor learning environments will be carefully designed to promote independence, challenge, creativity and choice.	SLT audit of classroom environments Leuven scale pupil observations		

will be evident in all classrooms.		Metaskills trackers		
Play and Enquiry				
By August 2025 Strengths and areas for improvement in play-based learning will be identified and a baseline used to inform focus for improvement.	Use NLC play audit tool to identify area for improvement.	Completed audit data will inform improvement focus.	NLC play audit and staff confidence survey highlighted the use of observations and the planning of rich provocations as a focus for improvement.	
By June 2025 Almost all learners in P1-P3 will demonstrate a high level of engagement in learning, through the use of rich play provocations	CLPL sessions/ Professional reading group during AIP meeting. Make use of AI to suggest rich provocations Use pupils observation to identify interests and inform planning.	Forward plan meetings SLT observations of play using NLC monitoring format. Trio observations Analysis of observed lessons. Analysis of pupil observations using Leuven scale. Spot check observations of learners Staff confidence surveys		
By June 2025 Strengths and areas for improvement in enquiry-based learning will be identified and a baseline used to inform focus for improvement.	<u>Audit existing practise in enquiry-based learning using glow form.</u>	Analysis of survey results will inform improvement focus.		
By June 2025 Almost all children will benefit from an enriched curriculum supported by a clear progressive framework for the implementation of	Play and enquiry working parties to collaborate to devise a progressive framework. Visits to other establishments to share best practice.	Consultation with staff/pupils and parents. Trio observations		

<p>play and enquiry at each stage.</p>	<p>PT member of NLC curriculum development group to collaborate with other school leaders supported by Education Scotland.</p>	<p>Analysis of observed lessons. Analysis of pupil observations using Leuven scale. Staff consultation on devised framework</p>		
<p>By June 2025 Most learners will benefit from Increased parental engagement and confidence in learning conversations at home.</p>	<p>Host family learning events to support parental understanding of play, enquiry, and progression,</p>	<p>Parent surveys.</p>		
Meeting Needs of All Learners				
<p>By June 2026 Emotional regulation and engagement with learning will improve for most learners in a targeted group of pupils with a recognised ASN.</p>	<p>Audit current practice to establish a baseline and identify areas for improvement. CLPL session on the implementation of the TEACCH approach to support learners with ASN to develop as increasingly independent learners.</p>	<p>Analysis of audit data will inform CLPL opportunities. Glasgow wellbeing pupil survey to establish a baseline pre and post intervention. Practitioner enquiry project to measure the impact of this intervention. SLT lesson observations will demonstrate inclusive practice and engagement of almost all learners.</p>		

	CLPL sessions based on outcome of audit, to build staff capacity in supporting learners with ASN.	Staff audit survey in Sept and May.		
Final evaluation (for submission):				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve whole-school attendance to at least 92% by June 2026 through consistent monitoring, early intervention, relational family engagement, and whole-school strategies that promote a culture of belonging, wellbeing, and high expectations.
Person(s) Responsible	
Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority:	NIF Driver:
NLC Priority:	QI:
PEF Intervention:	Developing in Faith/UNCRC:
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>	

RATIONALE (WHY?) At St. Andrew's Primary and Nursery Class, the current whole-school attendance rate sits at **89.42%—3.7 percentage points below the national average**. This figure also masks deeper challenges, with a significant proportion of learners experiencing persistent absenteeism (attendance below 85%), and complex barriers impacting regular attendance, including poverty, anxiety, ASN, and family-level adversity.

Given the school's context—with **70% of pupils living in SIMD quintile 1–2** and **43% of learners having an identified Additional Support Need**—a compassionate and consistent approach to improving attendance is both necessary and urgent. Poor attendance is closely linked to reduced attainment, social isolation, and long-term inequality. Ensuring every child has the best chance to attend and engage with school is central to the values of equity, wellbeing and excellence promoted in *How Good Is Our School? 4* and *The Promise*.

This priority aims to raise whole-school attendance to **at least 92% by June 2026**, through early identification, family engagement, multi-agency collaboration, and a strong culture of belonging. It reflects a whole-school and community commitment to ensuring that **every-day matters**, and that all learners are supported to attend, feel safe, and thrive.

North Lanarkshire Council's new data dashboard will significantly enhance the school's ability to monitor trends, identify at-risk groups, and track the impact of interventions over time. The availability of real-time, disaggregated attendance data will support a **more analytical and preventative approach**, enabling earlier, more targeted action at pupil, class, and whole-school level.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Between 18th August and 10th October, 8 learners with attendance below 75% will show an improvement in attendance for an 8-week period compared to attendance for the same period in 2024.	<p>Identify baseline attendance for targeted children for 2024.</p> <p>Use data dashboard to identify patterns of absence for target learners.</p> <p>Use Glasgow Wellbeing Scale to gather pre/post intervention data about how target learners feel about school.</p> <p>Tighten administration processes for these learners to ensure absence or late coming is reported to SLT by 10:45am for follow up phone call.</p> <p>Use fishbone diagram to focus conversations with learners, to identify factors contributing to poor attendance.</p> <p>Use force field analysis to identify push and pull factors that impact on attendance of individuals</p> <p>Make reasonable adjustment for learners to support improved attendance.</p>	<p>Baseline and post intervention data.</p> <p>Glasgow wellbeing scale data.</p> <p>Fishbone and forcefield data – what could we do to affect positive change?</p> <p>NLC dashboard data</p>	<p>Attendance of 8 pupils had improved from 75% to 85% of expected attendance by SLT in</p>	
Between 27th October and 18th December	Repeat the above actions.	Baseline and post intervention data.		

<p>20 learners with attendance between 75% and 85% will show an improvement in attendance for an 8-week period compared to attendance for the same period in 2024.</p>		<p>Glasgow wellbeing scale data. Fishbone and forcefield data – what could we do to affect positive change? NLC dashboard data</p>		
<p>By 5th June 2026, Overall whole school attendance will have improved by 2.49% from 89.51(2004) to 92% - in line with national average.</p>	<p>Targeted intervention pupil groups as detailed above. Analysis of processes and procedures for recording absences and late-coming. Awareness raising about impact of good attendance on pupil attainment via parental engagement events and on social media platforms. Planned fun school events on last day/week of term. Analysis on impact of school fundraisers – e.g. non uniform days – on attendance.</p>			
<p>Final evaluation (for submission):</p>				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve outcomes for learners by using NLC Progressive Planners and Education Scotland Individual Milestones, ensuring high-quality, developmentally appropriate learning experiences.
Person(s) Responsible Who will be leading the improvement?	Emma McKinley – Lead Practitioner, Geraldine Wardrobe – Principal Teacher,

(Please insert the relevant information below using the codes above)	
NIF Priority:	NIF Driver:
NLC Priority:	QI:
PEF Intervention:	Developing in Faith/UNCRC:
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u> 	

RATIONALE (WHY?)

In early years, strong foundations in **literacy and numeracy** are essential for lifelong learning. High-quality early learning experiences that are responsive to children's interests and developmental stages are central to achieving this.

At St. Andrew's Nursery Class, children present with a wide range of needs and developmental starting points. Many learners are from **high-deprivation backgrounds (SIMD 1-2)** and may require targeted support to build early language, communication, number sense, and early problem-solving skills.

North Lanarkshire Council's Digital Progressive Planners provide a structured and coherent progression pathway across literacy and numeracy. These planners ensure staff deliver consistent, high-quality learning that is responsive to the **Early Level Benchmarks** and aligned with **Realising the Ambition** and **Curriculum for Excellence**.

For children who are working pre-early level CfE, **Individual Milestones will be used for tracking and observation**, these tools support the early identification of gaps, inform responsive planning, and enable rich, child-centred pedagogy. This priority focuses on building staff confidence, consistency of planning and assessment, and tracking meaningful progress for every child.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets				
<u>EXPECTED IMPACT</u> <u>(SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS?</u> <u>MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By October 2025 all Early Years Staff will be able to access the NLC digital planners and make use of these to plan experiences for learners.	Deliver in-house CLPL on using NLC Digital Progressive Planners to inform provision	Staff dialogue feedback. Planners will be used consistently; learner experiences will match key learning intentions.	All staff have paper copies of the Literacy and Numeracy pathway planners. The focus up to December is numeracy. The monthly planner has incorporated the E&Os from the pathway.	
By June 2025 Outcomes for almost all learners requiring targeted intervention will improve through the use of digital trackers and observations.	Use digital trackers and observations to identify and support children needing targeted intervention	Tracking of identified learners will show consistent progress from baseline data. Reduction in gaps between SIMD groups in early communication and numeracy skills. Staff surveys will demonstrate increased confidence in using digital planners to support learner progress.	As a result, children have been targeted using the pathway planners and have received the Three Read intervention. Next steps – SEAL in November.	
By September 2025 Children will benefit from a rich indoor and outdoor learning	Review and enhance literacy/numeracy-rich play environments based on child development stages.	<u>Completed Literacy Environment Audit Tool and responsive measures, will demonstrate rich environment</u>	Audit tool for reading has been shared at staff meeting. Book of the month, parental involvement and story telling are our current priorities.	

environment where opportunities for development of literacy and numeracy are evident.		<u>Completed Numeracy Environment Audit Tool and responsive measures, will demonstrate rich environment.</u>	All staff are completing an environment audit as part of self-evaluation.	
By June 2026 Outcomes for almost all learners will have improved through rich learning experiences that align with digital planners/individual milestones.	Facilitate monthly team planning meetings to align experiences with digital planners and milestone tracking	Almost all children will achieve key milestones in literacy and numeracy. Tracking shows sustained progress from baseline for all learners	Reflective planning sheet has been introduced to ensure all needs are met. Through observations and tracking children are chosen to be discussed at the meeting around the child.	
By June 2026 Consistency of practice and judgements about learner progress will be evident for all key workers.	Termly moderation of learner progress against cfe benchmarks or individual milestones in literacy and numeracy.	Tracking and monitoring data will be consistent across the team.	In development	
Final evaluation (for submission):				

PEF ALLOCATION: £45325

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES**

EQUITY PLAN 2025-26



*(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).*

RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression.
To improve the capacity of staff to		PEF Match funding to secure a probationer teacher.		

Appendix 1:

When considering your School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4	National Improvement Framework
<p>Article 1 - definition of the child</p> <p>Article 2 - non-discrimination</p> <p>Article 3 - best interests of the child</p> <p>Article 4 - implementation of the Convention</p> <p>Article 5 - parental guidance and child's evolving capacities</p> <p>Article 6 - life, survival and development</p> <p>Article 7 - birth registration, name, nationality, care</p> <p>Article 8 - protection and preservation of identity</p> <p>Article 9 - separation from parents</p> <p>Article 10 - family reunification</p> <p>Article 11 - abduction and non-return of children</p> <p>Article 12 - respect for the views of the child</p> <p>Article 13 - freedom of expression</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p>	<p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>1.3: Leadership of change</p> <p>1.4: Leadership and management of staff</p> <p>1.5: Management of resources to promote equity</p> <p>2.1: Safeguarding and child protection</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.4: Personalised support</p> <p>2.5: Family learning</p> <p>2.6: Transitions</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p> <p>3.2: Raising attainment and achievement</p> <p>3.3: Increasing creativity and employability</p> <p>PEF INTERVENTIONS</p> <ol style="list-style-type: none"> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 	<p>NIF Priorities</p> <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education; 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people ; 5. Improvement in attainment, particularly in literacy and numeracy. <p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information <p>NIF Outcomes</p> <ol style="list-style-type: none"> 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and

<p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 - sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p>	<p>9. Engaging beyond the school</p> <p>10. Partnership working</p> <p>11. Professional learning and leadership</p> <p>12. Research and evaluation to monitor impact</p> <p><u>EDUCATION AND FAMILIES' PRIORITIES</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups <p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>1 Leadership</p> <ol style="list-style-type: none"> 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement <p>2 Children thrive and develop in quality spaces</p> <ol style="list-style-type: none"> 2.1 Children experience high quality spaces <p>3 Children play and learn</p>	<p>communities, in line with the GIRFEC approach.</p> <ol style="list-style-type: none"> 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.
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	<p>3.1 Play and learning</p> <p>3.2 Curriculum</p> <p>3.2 Learning Teaching and Assessment</p> <p>4 Children are supported to achieve</p> <p>4.1 Nurturing care and support</p> <p>4.2 Wellbeing, inclusion and equality</p> <p>4.3 Children's progress</p> <p>4.4 Safeguarding and child protection</p>	
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Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.