

OFFICIAL



Bargarran Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Bargarran Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills 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.
- 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 communities, in line with the GIRFEC approach.
- 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.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- 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.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims



Our School Vision

At Bargarran Primary School, we learn and grow together.

Our School Values

*Be Happy
Be Honest
Be Kind
Be Respectful
Be Responsible
Be All You Can Be*

Our School Aims

- to provide stimulating and supportive learning environments that support positive and inclusive relationships for all pupils.
- to engage parents and carers in their child's education.
- to ensure all staff feel valued and are provided with opportunities to develop professionally.
- to build and strengthen links with a range of partners that benefit the school and the wider community.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, staff, parents and carers and our Parent Partnership. We used a variety of methods of getting the views of those who are involved in the life and work of Bargarran Primary School such as:

Voice of our Pupils:

Pupil focus groups, Pupil Questionnaires, Consultations during Assemblies, Pupil Council, Pupil Parliaments, Pupil Voice Board.

Voice of the Staff Team:

Staff meetings, Self-Evaluation, GIRFEC meetings, Tracking Meetings, Surveys.

Voice of Our Families:

Parent Partnership Meetings, Pupil Progress Meetings, Questionnaires, Newsletters, Parent Partnership Events.

Voice of our Partners/Other Agencies:

Collaboration with Local Authority.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by using quality assurance activities that include:

- Learning Walks
- Pupil Focus Groups
- Monitoring/Moderation of Children's Learning Experiences
- Peer Observations
- Cluster Working
- Tracking Meetings/Planning Monitoring
- Surveys (pupils, staff, parents and partners)
- Self-Evaluation activities involving all staff and conversations with stakeholders.
- Analysis of attainment throughout the school session

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 – Cluster based approach to skills development through practitioner enquiry
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
2023-2028 As part of their learning journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world (Cluster) 2026-2027 Evidence from peer observations and stage meetings across the cluster identified the need for a coherent and consistent approach to skills development following the introduction of a cluster Skills Progression Pathway in August 2025.	2023-2028 A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/ learning experiences and be clear about how all their achievements relate to these. 2026-2027 By June 2027, almost all staff will routinely use and be familiar with resources to develop skills across the curriculum. By June 2027 almost all staff will use self-evaluation checklist to	100% of class committed staff will have completed the "Self-evaluation Checklist" by the end of the session. One hour will be allocated from WTA for two 30-minute sessions. Observations and professional dialogue within each establishment will evidence skills development. Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further.	WTA – 1hr and time allocated Aug 26/Feb 27 inservice (introduced at August Inservice 30 minutes) Staff will pilot the 'Self-evaluation Checklist' in Term 1 and Term 3 to self-reflect on their own practice and as a tool to track skills development across the cluster. Centralisation of resources by cluster groups across all levels to ensure accessibility. Staff will pilot the use of 'Cluster Skills Development Guidance' at the start of the academic year, review and feedback to cluster Feb in-service.

	<i>reflect on practice and development of skills within their stage.</i> <i>By June 2027 almost all staff will have utilised the 'Cluster Skills Development Guidance' ensuring consistency across the cluster.</i> <i>By June 2027 almost all pupils in P1-6 can demonstrate their ability to identify and talk about the 5 Cs and the 6 cluster skills in P7, across the curriculum through learning conversations and tagging them using Dojo to record achievements and next steps in skills development.</i>	<i>SLT monitor Class Dojo Portfolios to ensure consistency across stages with 100% of pupils/trial group having a digital skills profile.</i>	<i>Skills leads will</i> <i>Skills Leads to create a digital profile for pupils and conduct a small test of change with their class from Oct 26 (meet at Inchinnan on Wed 21st October).</i> <i>Evaluate profiles in Jan 27 and amend approach as appropriate (Leads to meet at 2.15pm at Inchinnan)</i> <i>Prepare and present to cluster groups Feb 27 (Inset Day PM)</i> <i>All staff trial profile Feb – May</i> <i>Evaluate impact by end of session</i> <i>Identify and plan next steps (Skills Leads to meet on 27th April all day)</i>
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Improvement Priority 2 – Improvement in achievement, particularly in literacy and numeracy through high quality learning and teaching
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

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High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Numeracy (Cluster) Overall analysis of cluster data tracking P7 cohort (20-21) highlights fewer pupils achieve Nat 5 in Maths (24-25) than they do in Literacy. Due to variation in staff confidence/ experience/ staff turnover, all schools have identified a need for consistent evidence-based pedagogy to raise attainment and achievement in Numeracy.	By December 2026, all classes (where required) will be using SEAL as an intervention to support target groups to raise attainment in Numeracy. Increase in staff confidence in specific areas of Numeracy, including Fractions, SEAL and Number Talks/ Data Talks	Maths assessment scores – pre and post will show children's progression within the framework for number Tracking discussions evaluating progress of intervention Assessment data e.g. SEAL, Renfrewshire Pathway, cluster assessment Staff survey pre and post training.	Cluster HTs to analyse data progression from P7-S1 (24/25 & 25/26) to identify areas for development. Staff will work collaboratively in stage groups across the cluster chaired by a cluster HT. - Sharing practice/feedback through peer observations to take place between Sept-Dec (1.5 hours) 16th September (1.5 hours) meet in stage groups to share 2 Numeracy resources and organising pairing for peer observation - Feb Inset (PM) – 30 minutes peer observation feedback (P1 – Bishopton, P2 – Dargavel, P3 – Barsail, P4 – Inchinnan, P5 – Bargarran, P6 – Langbank, P7 – Rashielea) Collegiate calendar/INSET to include dedicated time for staff training (staff choice – 3 hours allocated), sharing of good
Numeracy (School) While attainment in numeracy at Bargarran Primary is currently very strong, with all classes reporting that between 90 – 100 % of learners are on track, there are also 25 learners currently exceeding expected level. It is therefore crucial that the high expectations continue and there is a	Bargarran Numeracy Data to be achieved By June 2027. Primary 3: 79% Pupils on track for Numeracy – This should increase to: 84% pupils currently on track with support.		

need to ensure consistency and sustainability of high-quality practice across the school. Staff have identified a need for targeted professional learning to better meet the differing needs within their classes and to deepen learners' understanding.

Numeracy				
21/22	22/23	23/24	24/25	25/26
				90.50%
			96.40%	100%
		84.80%	93.90%	94%
	86.10%	94.40%	97.20%	91%
90.50%	95.60%	90.90%	88%	100%
90.30%	100%	93.80%	100%	100%
NR	86.20%	100%	100%	96.90%

Whilst most staff have received number talk training, observations and forward planning documentation demonstrate it is being used inconsistently across the school.

Primary 4: 78% Pupil on track for Numeracy – This should increase to: 92% by targeting those pupils currently on track with support.

Primary 1& Primary 5: 88% Pupils on track for Numeracy – This should increase to ensure that +2 pupils in each year group move from not on track to on track with support.

By June 2027, all staff will be using Number Talks as a consistent approach with their class. As a result, all pupils will have the opportunity to develop their conceptual understanding and their mathematical thinking and reasoning, particularly with regards to problem solving.

practice and evaluation. (Peer observations within school and other establishments).

Reading (Cluster) <i>In last session's Reading moderation exercise (April 2026), almost 63% of staff across the cluster felt highly confident in making professional judgements in Reading. The evidence collated as part of the exercise also indicates a strong consensus across the cluster, that staff were skilled at assessing Reading and used a range of evidence to support teacher judgement.</i> <i>Staff were consulted on what should be taken forward next session in terms of Reading; almost all staff indicated that a consistent approach to Reading Comprehension across the cluster would be beneficial. Some staff also suggested having a central location for sharing and accessing resources.</i>	2026 - 2030 <i>Tracking pupil attainment over time will demonstrate an increase in the number of pupils achieving second level Reading by the end of P7 who will attain Level 5 Literacy by the end of S4.</i> <i>By June 27, confidence in the accuracy of P1-5 teacher judgement will continue to have improved based on a range of evidence and improved teaching approaches.</i> <i>Pupils will be able to understand, analyse and evaluate texts through structured exposure to RUAE approaches in P6 and P7.</i> <i>Pupils will develop stronger reading skills across all stages through improved teaching approaches informed by the Reading House (EEF) framework.</i>	<i>Assessment data eg phonics, common words, P6 & P7 Reading for Understanding, Analysis, and Evaluation (RUAE)</i> <i>Staff survey pre and post training and use of 'Reading House' EEF.</i> <i>Baseline and follow-up assessments for all targeted pupils (PEF)</i> <i>Tracking of individual pupil progress against specific learning targets</i> <i>Reading approaches evidenced through class visits, termly and weekly planning and evaluations of learning and teaching.</i> <i>Through discussions at tracking meetings, staff will provide a range of assessment information which will support accuracy of professional judgement.</i>	READING (Cluster) <i>Whole school staff training to develop an understanding of the 'Reading House' EEF as a tool to identify areas of development. (Cluster) 14th August Inservice (PM). Collegiate follow up session in own establishment.</i> <i>We will implement targeted intervention using o.2 Class teacher that will support groups with literacy interventions (PEF) to improve attainment and reduce the poverty-related attainment gap for identified learners.</i> <i>P6 & P7 classes to undertake exposure in Reading for Understanding, Analysis, and Evaluation (RUAE) Term 4 of P6 and P7.</i> <i>Creating a Reading resource bank on Cluster Teams page. Present to staff at August Inservice. Review and update at February Inservice.</i> <i>Promote The Renfrewshire Way as a tool for sharing and accessing resources.</i> <i>Engagement of staff in EEF resources to support TIG groups within their classes.</i> <i>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation.</i>
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Improvement Priority 3 – Enhancing engagement, wellbeing and attainment through high-quality outdoor learning experiences.
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

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Outdoor Learning

Over the past two sessions, Outdoor Learning has been identified by almost all teaching staff as a priority. Most teachers agreed that Outdoor Learning is done well in P1 and P2 but that it should be developed and increased from P3-7.

There is a need to further develop the use of outdoor environments in order to better meet the diverse needs of all learners. Current practice does not utilise the school's outdoor spaces to its full potential to provide inclusive, engaging and flexible learning experiences, this was highlighted by staff self-evaluation using the CIRCLE toolkit.

During Pupil Focus groups, almost all children advised that they would like to do more outdoor learning and that they don't do enough of it.

From February 2027 onwards, there will be an increase in outdoor learning opportunities across all stages.

Planning for outdoor learning opportunities will be more evident in termly and weekly plans.

Pupils will demonstrate a more positive attitude towards outdoor learning, and will be able to talk confidently about their outdoor learning experiences and skills developed outdoors (link to the skills work) across the curriculum.

SLT class visits to observe outdoor experiences

Pupil Focus Groups (specific set of questions on outdoor learning)

Teachers' Planning demonstrates increased outdoor learning opportunities

Pupils, Staff and Parents/ Carers annual surveys will measure the early impact of the working groups and the value of the increased outdoor learning experiences

Pupil Wellbeing surveys will evaluate the impact on wellbeing from being outdoors

A working party will focus on Outdoor Learning. There will be representation of at least one teacher from each stage within the working party.

Training will be delivered during the February In-service Day from Learning Through Landscapes.

The working parties will have 3 collegiate sessions following the input between Feb and April and will then feedback to staff during the May Inservice.

Expected outcomes and next steps will be identified by working party. This could include progression framework linking to skills work, a bank of outdoor learning experiences for each stage and links with local groups, businesses etc. These will be shared with all staff with an expectation of all classes increasing their outdoor learning experiences from May onwards.

Improvement Priority 4: To enhance self-evaluation and school improvement activities by further involving learners in the process.

HGIOURS Theme 5 Relationships	NIF Priorities • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Young Leaders of Learning Our children are currently involved in a variety of evaluative activity in the school including using the HGIOURS document. - Our Pupil Parliaments provide a platform for pupil voice throughout the term leading to meaningful change for example, our Rights Parliament successful gained their third Gold Rights Respecting School award. Using the focus of Outdoor learning, we realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by	By Aug 2027: We have an enhanced platform for the inclusion of learner voice into our self-evaluation processes. Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement. Young Leaders will have an enhanced range of skills including: - communication, teamwork, resilience, time keeping, organisation and social skills Our Young Leaders will be excellent role models and will train a further group of Young	Local authority staff and learner pre & post YLL programme evaluation - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed	Our YLL Team (comprising 8 Pr 5 learners) will attend YLL training in August 2026 along with our partner school (tbc) Over a series of 3/4 planning meetings (online and face to face) our YLs will develop: - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept – Nov 2026) YLs will take part in reciprocal visits in January 2027 and identify: - strengths of the focus area in each school - areas for development in each school YLs will produce an action plan to take forward the areas for development within

<i>involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</i>	<i>Leaders to take part in the programme in 2027-28 An enhanced relationship with our partner school by August 2027 will allow: - further sharing of good practice - Meaningful learner voice in the development of Outdoor Learning. - more collaborative opportunities such as moderation and further YLL opportunities.</i>		<i>their own school. This will be led by them. (Term 4 2027 onwards)</i>
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Improvement Priority 5– Improving wellbeing outcomes for all children.**NIF Priorities**

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

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NIF 7 Key Outcomes (see page 2 for full descriptors)

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Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
We Were Expecting You, RNRA focusing on CIRCLE & Inclusion Support (PEF) Our recent Census data identified that: 28% of pupils at Bargarran have a Staged Intervention level of between 1b and 2. 9 of our pupils currently have a confirmed ASD diagnosis 15 pupils have been identified with a social/emotional/behavioural concerns.	The expected impact from this priority will be that all staff are more confident when planning learning experiences for children with ASN and those that are Neurodiverse. Engagement levels of target children will increase (PEF) through improved participation and time spent in class or engaging in activities with peers. All pupils will benefit from learning environments that are responsive to their needs, reducing barriers to participation and increase engagement and readiness to learn.	- SLT Classroom visits evidence nurturing and inclusive practice - Staged Intervention Plans - Inclusion Support Plans - Wellbeing Surveys (GMWP) - Tracking Meetings - GIRFEC Meetings – staff discussion demonstrates a firm understanding of nurturing and inclusive practice - Leuven Scale - Wellbeing survey results for target pupils (ASN, ND & CE) will have improved from previous year, particularly in the 'Included' and 'Achieving' indicators. - Engagement levels of target children will increase (PEF)	Renfrewshire's Nurturing Relationships Approaches RNRA/CIRCLE Framework - Whole staff implementation of agreed RNRA practices. - All staff to participate in CIRCLE training – with a focus on Social and Environment - All staff to receive training on the CIRCLE Participation Scale (CPS) - All staff to implement CPS for an individual or group of learners as a test of change. Nurture and Inclusion Support (PEF Class Teacher o.2 / ASNA) - Nurture and Inclusion Support with target groups of (P1 – P4 & p5 & P6) children. This will include soft starts,

<i>The National Framework for inclusion asserts all children should have the opportunity to succeed Recognise and respond to diverse learning need in order to Promote equitable access to learning and Support engagement, participation, and achievement for all</i> <i>Following discussions with staff, pupils and parents. It is evident that some children disengage from learning experiences and spend time out of the classroom environment. Although there is a need for such planned time out of class, staff observations have highlighted that some of these children are opting out of learning. Motivation and self-esteem are factors which impact on these learners. There is therefore a requirement to ensure they feel listened to and that the learning is tailored to meet their needs and interests (PEF).</i>		<i>through improved attendance, participation and time spent in class or engaging in activities with peers. As above</i> <i>• HGIOS₄ staff surveys</i> <i>• Interrogation of data, including the number of times SLT are called to classes to support with behaviour</i> <i>• CIRCLE assessments (Participation and inclusive classroom scale)</i> <i>• Pupil reflections during focus groups/pupil parliaments will demonstrate an increase in children's ability to talk about triggers and de-escalation techniques.</i> <i>• Evaluation of current RNRA practice across the school.</i>	<i>nurture groups and alternative activities</i> <i>• social and emotional group work (PEF) Targeted pupils, focusing on:</i> <i>• Building emotional literacy and self-regulation strategies (This will include Seasons for Growth groups)</i> <i>• Developing social skills, resilience, and positive relationships</i> <i>• Supporting learners to manage change, challenge, and anxiety</i> <i>• Improving readiness to engage in learning within the classroom</i> <i>• Interventions will be delivered collaboratively by the PEF Class Teacher and ASNA, ensuring consistency of approach and strong relationships with learners.</i> <i>• Close links will be maintained with class teachers to ensure that progress within nurture and inclusion support transfers effectively to the mainstream classroom.</i> <i>"We Were Expecting You!" (WWEY)</i> <i>Professional learning programme delivered by Educational Psychology team. This programme promotes and supports a neuro-affirming, proactive approach, focusing on anticipatory adjustments rather than reactive support. It emphasises the importance of adapting environments,</i>
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			communication, and teaching approaches to meet the needs of autistic learners effectively. (Half day during October in-service day with Inchinnan Primary and a twilight 1.5 hours). As this is a pilot an additional slot may be required. As discussed with Educational Psychologist, this will support the work on inclusion that has been undertaken in session 2025 – 2026.
Anti-Racism Education The local authority review team highlighted the following area for development: Staff should continue to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. For example, children should continue to learn about issues related to the protected characteristics. This should enable children to better recognise and confidently challenge discrimination and intolerance should it arise.	All staff will be more confident in delivering anti-racism education and become more skilled at providing practical ways to approach a range of themes such as identity, belonging, race and racism. All children will become better equipped at taking action when either witness to or victim of a racist incident.	• Teacher's Planning • SLT observations • Pupil Focus Groups • SEEMIS recording • Pupil Wellbeing Surveys • P7 Divided City novel study • Nil by Mouth P7	All staff will engage with the resource: https://www.antiracisted.scot/, this will be planned for and form part of class teachers long term planning document.