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East Fulton Primary

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, East Fulton Primary 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

At East Fulton we are One Team.

Children will be loved, and they will be welcomed. We support our children to have the best experience they can.

Our Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

Our Aims - SHINE

S-Safe, supported, included and respected

Building a nurturing environment where everyone belongs.

H-Health, happy resilient learners

Promoting wellbeing and positive relationships. Building confidence, perseverance and growth mindset.

I-Innovative digital learning

Enhancing learning with modern technology whilst keeping ourselves safe online.

N-Nature-based creativity and outdoor learning

Encouraging responsibility, resilience and curiosity.

E-Equipped with skills for the future

Developing, creativity and independence. Showing empathy and respect for others and our world.

Who did we consult?

To identify our priorities for improvement, we sought the views of our community (staff, children, families and partners). we used a variety of methods of getting the views of those who are involved in the life and work of East Fulton Primary School such as

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Pupil Focus Groups
- Staff Focus Group

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- Education Scotland
- Link Educational Psychologist

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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 using quality assurance activities that include

- QI visits from HQ
 - HT Cluster Meetings
 - Staff evaluation and discussions/professional dialogue
 - Pupil evaluations on learning experiences
 - Staff/pupil/parents' views
 - Planned calendar of monitoring, evaluation, and feedback (including SLT Learning Visits)
 - Photographs/reports on activities
 - Continuous robust Quality Assurance programme
 - Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
 - Tracking and attainment meetings
 - Minutes of staff collegiate meetings
 - Transition assessments
 - Staff display working knowledge of new policies and procedures
 - Staff will complete CLPL record in line with GTCS requirements
 - Ongoing professional dialogue.

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 – Improve wellbeing outcomes for all			
NIF Priorities Highlight as appropriate 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) Highlight as appropriate 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
Over the past three years, our school has invested significantly in staff professional development, ensuring that all team members have completed training in NVR (Non-Violent Resistance) and Renfrewshire Nurturing Relationships Approach (RNRA). This has established a shared language and a collective understanding of how a "safe base" and a relational presence support our learners. However, our current self-evaluation highlights that while staff possess the knowledge of both frameworks, these approaches are still being utilised in isolation. To maximize their impact on pupil outcomes, we must now move from <i>acquisition</i> to <i>embedding</i>. Our strategic focus must be the deliberate synthesis of NVR and RNRA—weaving them together into a single, cohesive, everyday practice that alters both our relational approach and our physical environment. NVR provides staff with a structured, non-escalating framework to respond to challenging behaviours, anxiety-driven school refusal, and emotional dysregulation.	By November 2026 all learners across the school, will experience a more consistent, low-arousal physical environment By May 2026 all learners across the school, will experience calmer relational responses. By November 100% of our classrooms will be compliant with our sensory audit checklist (e.g. clear visual schedules, functional quiet corners). By January 2027 pupils will feel safer, less threatened, and more emotionally secure, leading to a marked decrease in "fight, flight, or freeze" survival responses in the classroom. By October 2026 targeted pupils will actively utilise the newly designed sensory circuit and environmental adaptations to self-regulate <i>before</i> their behaviour escalates to a crisis point.	Staff survey (pre and post) Evaluation forms gauging staff confidence post-training. Learner focus groups (pre and post) Sensory audit checklists termly Classroom observations notes/feedback (peers, SLT) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Lost learning log trackers for targeted pupils SLT learning walks Analysis of violent incidents	Environment Professional learning input from educational psychologist to recap NVR and the environment offers a safe base training to all staff. (Sep 26) Create a whole-school "Sensory Audit Checklist" based on the CIRCLE Framework and RNRA sensory guidelines. Define non-negotiables for <i>every</i> room. Use sensory audit checklists to evaluate every classroom. Remove environmental triggers (over-stimulating displays, poor acoustics) and build proactive structural supports (visual timetables, dedicated low-arousal decompression/spaces). (Sep 26) Termly staff "NVR Clinics" where teachers collectively problem-solve current classroom challenges, ensuring no individual teacher carries the burden alone. Sensory Circuits (PEF - ASNA) • Training for support staff on using the sensory circuits effectively. • Explicitly teach the sensory circuit routine to targeted pupils.

• De-escalation over Confrontation • Re-establishing Parental/Staff Presence • The Power of the Collective The NVR Shift: We separate the child from the behaviour. We absolutely resist the unsafe behaviour, but we unconditionally accept and support the child An inclusive culture cannot thrive in an environment that causes sensory overload or physical distress. Behaviour is communication, and frequently, "challenging behaviour" is simply a child trying to escape an environment that feels unsafe or overwhelming. • Sensory Regulation: By auditing and adapting our physical spaces (e.g., creating quiet regulation zones, reducing visual clutter, managing acoustic triggers), we proactively lower children's anxiety before distress escalates. • Predictability and Autonomy: A safe environment features clear, visual, and physical predictability. When students know what to expect and have choices in how they self-regulate within that environment, their sense of safety increases. When we embed NVR principles alongside environmental changes, we address safety from both a relational and a structural standpoint.	By May 2026 there will be a 20% reduction in lost learning time (time spent out of the classroom due to dysregulation or escape behaviours) for the target group. By May 2026 there will be a 40% to 50% reduction in high-level behavioural incidents among the targeted focus group due to a reduction in anxiety and sensory distress. This will result in learners spending less time out of class and more time engaged in learning.	Minutes of RNRA core group meetings Pupil focus groups – use of sensory circuits	• Schedule the targeted pupils to use the sensory circuit at predictable transition times. • Introduce "Sensory Pass" cards or visual desk symbols. Teach the pupil to use these independently to request the circuit when they feel their anxiety or sensory load spiking. Auto pilot statements • RNRA core group to identify time, spaces and interactions where power struggles and verbal escalations occur. • RNRA core group to construct 2-3 personalised, authentic autopilot statements that can be attached to lanyards or kept in pockets (September 26)
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Improvement Priority 2 – Raise attainment through improvements in learning, teaching, play and assessment

NIF Priorities

Highlight as appropriate

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

Highlight as appropriate

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

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
Our self-evaluation data and staff reflections from 2025-2026 highlight a disconnect between teaching inputs and learner outcomes. While traditional, structured instruction is being delivered, our data shows that it is not yielding the desired levels of long-term retention, independent problem-solving, or engagement in our early-level cohorts. Through a comprehensive analysis of attainment data, classroom observations, and feedback, three distinct barriers to achievement have been identified: The Engagement & Well-being Gap Our data indicates a drop in children's engagement and an increase in transition anxiety during Primary 1. The barrier here is an abrupt pedagogical shift from the play-centred environment of Early Learning and Childcare (ELC) settings to a formal primary setup	By May 2027, professional judgements from primary one teachers will identify an increase in the number of primary one learners on track to achieve early level reading and numeracy. ➤ The percentage of Primary 1 pupils achieving the expected level in Reading will increase by at least 5% compared to the 2025-2026 cohort ➤ The percentage of Primary 1 pupils achieving the expected level in Numeracy will increase by at least by 5% compared to the 2025-2026 cohort data. By June 2027, professional learning will have increased the average level of understanding of early level primary teaching staff on the following ➤ play pedagogy and its benefits to learners in primary one - <i>increase from satisfactory to at least very good</i>	Pupil voice surveys and focus groups on classroom learning experiences Classroom observations notes/feedback (peers, SLT, LA officers) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Analytics from Education Scotland shared teams space (comments, resources, access to the toolkit and materials) Tracking data on learner progress Assessment data – summative and formative incl. teacher professional judgement Floor books Observations of children's play	Education Scotland – Leading Play Pedagogy in Primary 1 (PEF – ASNA and additional teacher hours) Module 1 – self evaluation activity and staff reflection on strengths and areas for development (August 26) Module 2 – Environment ➤ Peer visits to other establishments re environment ➤ Share improvement plan and play pedagogy journey with parent council ➤ P1 learner voice evidence gathered (November 26) Module 3 – Observation ➤ Staff experiment with observation in their own establishment ➤ Shared observation task ➤ Focus on observation and environment ➤ Current audit of observation tools (February 27) Module 4 – Planning and the role of the adult ➤ Current planning audit ➤ Planning Development

The Diagnostic & Tracking Barrier Our current assessment tools are often too rigid to capture the nuanced progress of low-attaining or pupils with language and communication difficulties. Without structured observation in place, teachers face a diagnostic gap: they cannot accurately identify <i>how</i> a child arrives at a breakthrough or <i>where</i> their conceptual misunderstanding lies during independent tasks. The Pedagogical Alignment Gap There is an identified gap between our aspiration for child-centred learning and our systemic infrastructure. Historically, professional development, working time agreements, and quality assurance calendars have not been aligned to support collaborative, play-based planning. This leaves staff isolated and hesitant to shift away from traditional practice. Continuing with a purely traditional instruction model will perpetuate the engagement and attainment barriers identified in our baseline. Moving forward with this play pedagogy journey will provide a structured, quality assured professional pathway to transform our environments, sharpen our observational data, and ultimately close the attainment gap for our youngest learners.	➤ features of a high-quality, play pedagogy learning environment in primary one - <i>increase from satisfactory to at least good</i> ➤ observation as an effective assessment tool- <i>increase from satisfactory to at least good</i> ➤ high-quality, child-centred planning for play pedagogy in primary one - <i>Increase the frequency of planning adjustments driven directly by child interest and learner voice from infrequent/monthly to at least weekly responsive adaptations</i> By June 2027, the professional learning will have increased the average level of confidence of early primary teaching staff to implement the following – ➤ play pedagogy and its benefits to learners in primary one - <i>increase from satisfactory to at least good as verified by peer and leadership learning visits</i> ➤ features of a high-quality, play pedagogy learning environment in primary one- <i>Increase the proportion of the school day that P1 physical spaces are set up for free-flow, purposeful play inquiry from 20% of the timetable to at least 40%.</i> ➤ Increase the frequency of documented, high-quality		➤ Teacher's plan next year's WTA around collaborative planning/planning for play pedagogy (March and May 27)
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	formative play observations- <i>from sporadic/ad-hoc to at least 1 targeted observation per learner per term.</i> ➤ high-quality, child-centred planning for play pedagogy in primary one - <i>increase from rigid, forward-planned, adult-directed templates to at least responsive, weekly collaborative planning driven by learner voice and observation</i> By June 2027, observations of teaching practice, environment audits and planning will evidence an increase in high-quality play pedagogy approaches being used in primary one setting compared with 2025-2026 data.		
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Enquiry Cycle The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Fund) To support high quality learning and teaching across P3-7, staff will engage with the <i>Renfrewshire Way</i> Teacher Development Cycle as a structured approach to professional enquiry and continuous improvement. The model promotes evidence informed practice through a clear four stage process of focusing on a priority area, engaging with relevant research, implementing a chosen strategy consistently, and reflecting on its impact. This approach aligns with the school's commitment to improving learner outcomes by embedding small, manageable changes that are sustainable and measurable. By encouraging staff to concentrate on one agreed improvement priority and one evidence-based strategy over a four-week cycle, the model supports consistency of practice while reducing unnecessary workload. The Teacher Development Cycle also fosters collaborative professional dialogue, enabling practitioners to share effective practice, evaluate impact and refine teaching approaches. This contributes to a culture of continuous improvement where professional	Increased attainment and progress with effective, evidence informed teaching strategies. <u>By June 2026</u> Attainment in Reading will show the following improvements: • P3 will rise from 75% to 80% • P4 will rise from 70% to 76% • P5 will rise from 71% to 74% • P6 will rise from 81% to 91% • P7 will rise from 63% to 75% Increased consistency in the use of high impact teaching strategies across classrooms. Greater staff confidence in selecting, implementing and evaluating evidence-based approaches. Improved engagement, participation and motivation in learning. More consistent learning experiences across classes and stages. Improved collaboration and sharing of effective practice, leading to collective responsibility for school improvement. Greater consistency and quality of learning and teaching across the school.	Completion rates of week 1 focus and week 4 reflection surveys Pupil voice surveys and focus groups on classroom learning experiences Classroom visits – peer and leadership team Show me your learning visits - quality of learner work and evidence of improved knowledge retention and application Tracking meetings Standardised assessment data (NSA, NGRT, PTE, PTM) Milestone trackers End of pathway assessments Formative assessment procedures In-house moderation activities SLT monitoring of forward planning feedback SLT learning visit feedback SLT monitoring of pupil work feedback Pupil focus group feedback Thematic survey results – pupils, families and staff Staff confidence surveys (pre and post)	Review use of East Fulton <i>This is how we learn</i> boards (August 2026) Implement <i>The Renfrewshire Way</i> Teacher Development Cycle with P3-7 teachers as a consistent approach to professional learning, supporting staff to engage in evidence informed practice through a structured four week cycle of Focus, Learn, Apply and Reflect. Staff will ➤ Identify one agreed improvement priority. ➤ Access and engage with high quality professional learning and research linked to that priority. ➤ Select and consistently implement one evidence informed teaching strategy over a four-week period. ➤ Reflect individually and collaboratively on the impact of the strategy on learning, teaching and pupil outcomes. ➤ Share effective practice to build collective capacity and promote consistency across the school. (November 26 and Feb 27) Evaluate findings from each cycle of professional enquiry and use the evidence gathered to inform and refine East Fulton Learning and Teaching Policy (May 2027)
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learning is directly linked to classroom practice and pupil experiences. Through repeated cycles of enquiry, implementation and reflection, the school aims to strengthen pedagogical practice, increase staff confidence in using evidence informed strategies, and improve learner engagement, attainment and achievement. The process promotes a shared responsibility for excellence in learning and teaching.	A strengthened culture of professional enquiry that contributes to ongoing improvement in learner outcomes.	Forward Plan Discussions Tracking meetings	
Young Leaders of 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 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. The 'Teaching and Learning' theme from HGIOURS will continue to be the focus of the above work following our most recent self-evaluation.	By Aug 2027: We have an improved structure for the inclusion of learner voice into our self-evaluation processes. Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them 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 - team work - resilience - time keeping - organisation - and social skills	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 6 Primary 6 learners will attend YLL training in August 2026 Over a series of 3/4 planning meetings (online and face to face) our YLs will develop: - a focus for the reciprocal visits from the Learning and Teaching theme in HGIOURS. - 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 their own school. This will be led by them. (Term 4 2027 onwards)

Improvement Priority 3 – Equity and Equalities Approaches to improve inclusion

NIF Priorities

Highlight as appropriate

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)

Highlight as appropriate

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
Promoting equity, equality and inclusion remains a central priority for East Fulton Primary School and is fundamental to ensuring that all children feel safe, respected and able to achieve. In line with the National Improvement Framework, there is a continued focus on placing the rights and needs of every child at the centre of education and improving outcomes for all learners. Recent self-evaluation, including pupil and staff wellbeing data, highlights that while relationships and inclusion are strengths within the school, there remains a need to further strengthen learners' sense of safety, belonging and representation within the school environment. This is particularly important in ensuring that all children feel respected, valued and reflected in their learning experiences. National policy and guidance, including the Scottish Government's <i>Anti-Racism in Education Programme</i>, places a clear responsibility on schools to actively develop anti-racist practice, improve racial literacy	Staff: By October 26, all staff will have engaged in professional learning to: - develop our own racial literacy - review and reflect upon different types of racism and its impact - begin to view the curriculum through a decolonial lens and consider next steps By May 27, we will have created our own Equity and Equalities Policy. This will incorporate our approaches to equality and diversity within the curriculum as well as our approaches to addressing racism and racist incidents in school, aligned with national guidance. By June 2027, staff will demonstrate increased confidence in: - discussing race and racism - recognising and responding to racist incidents - embedding inclusive and anti-racist approaches within their teaching	Equalities Incident Management Data – including: bullying, racist, discrimination Equity and Equality Follow Up Survey April 27 Staff participation in anti-racist professional learning opportunities Staff self-evaluation (pre- and post-training) on: - confidence in discussing race and racism - ability to respond to racist incidents - understanding of racial literacy Evaluation of WOSDEC/cluster professional learning sessions Evidence from professional dialogue and PRD processes PASS Surveys:	WOSDEC Collegiate Session with cluster primary school in Aug 26 and INSET session with whole cluster in Oct 26. Work with cluster schools to develop a shared understanding of anti-racist education. Ensure consistency of approach across settings and share effective approaches and resources across the cluster Develop, implement and embed an East Fulton (cluster) Equality and Equity Policy informed by all stakeholders and aligned with Scottish Government guidance. Build confidence within the community that the school is proactive in promoting equity and inclusion. Create a longer-term plan for curriculum development to review and adapt our curriculum to ensure inclusion of diverse voices, perspectives and histories and representation of a wide range of cultures and identities Create regular opportunities for pupils to share experiences of inclusion and belonging, contribute to school improvement (e.g. focus groups, pupil

and take a whole-school approach to addressing racism and racist incidents. This includes building staff knowledge, understanding bias and ensuring that the curriculum reflects the diversity of Scotland's communities. Cluster collaboration with partner schools and engagement with WOSDEC has highlighted the importance of developing racial literacy as a core professional skill, enabling staff to confidently explore issues of race, identity and inequality within the classroom. The training programme emphasises the need for educators to reflect on their own assumptions and biases, understand the impact of racism (both individual and systemic) and take proactive steps to embed anti-racist approaches within curriculum and practice. This work is essential in creating a culturally responsive learning environment where diversity is celebrated, discrimination is actively challenged and all learners are supported to achieve their full potential. Developing an inclusive and culturally responsive curriculum will support improved engagement, attendance and participation, which are key drivers in raising attainment for all learners.	Staff self-evaluation and professional dialogue will show: - improved understanding of bias, identity and systemic inequality - increased confidence in delivering an inclusive and representative curriculum By June 27, with improved knowledge and awareness, we expect a spike in reporting. Reported incidents are currently very low with only a few reported and recorded incidents throughout the session. Increased reporting will reflect better awareness and confidence in managing such situations rather than an increased number of incidents. Pupils: By June 2027, almost all learners will report that they: - feel safe, respected and included within the school environment - feel that their identity, culture and background are valued Learner wellbeing data will show: - improved responses in areas relating to safety, belonging and being listened to Learners will demonstrate increased understanding of:	- baseline (Aug 26), mid-point (Jan 27), end-point (May/June 27) with a focus on: • feeling safe • feeling included • feeling listened to Pupil voice activities from QA calendar (focus groups, surveys, class discussions) evidencing: • sense of belonging • understanding of diversity and equality Records of participation and engagement for all learners, including identified groups Learning & teaching observations (QA calendar) focusing on inclusive practice and representation within learning experiences Planning scrutiny demonstrating inclusion of diverse perspectives across the curriculum Sampling of pupil work showing engagement with themes of equality, diversity and identity	groups, YLLs). Establish opportunities such as pupil-led equality groups / committees. Implement clear procedures for identifying, recording and responding to racist incidents
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	- diversity, equality and fairness - racism and discrimination, and how to challenge it appropriately Evidence from classwork and learning conversations will show that pupils can: - engage in age-appropriate discussion about identity and diversity - show respect for others' experiences and perspectives - Increased participation and engagement from all learners, particularly those from marginalised or underrepresented groups, leading to improved readiness to learn and access to the curriculum. <i>Whole School Community:</i> By June 2027, a shared Equality and Equity Policy will be developed, implemented and understood by: - staff - pupils - parents/carers Parent and carer engagement will demonstrate: - increased confidence that the school promotes equity, fairness and inclusion - opportunities for families to contribute to school development The school will demonstrate a strengthened culture where:		
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	- diversity is celebrated and visible - discrimination is actively challenged - all stakeholders feel valued, respected and included There will be clear evidence of cluster collaboration supporting consistency of approach across schools		
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