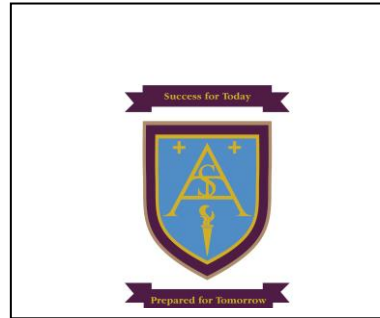




St. Anthony's Primary School & Flexible Learning Resource

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, St. Anthony's Primary and Flexible Learning Resource (FLR) 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
---	---	---	--	---	--

Our Vision, Values and Aims

Our Vision

Students will have success for today and be prepared for tomorrow.

Our aim is to be Excellent every day in every way.

We will achieve this by:

Making sure all pupils are aware of the Rights through Right Respecting school education and become successful learners, effective contributors, confident individuals, and responsible citizens by:

1. Providing a broad balanced, challenging, and enjoyable curriculum through a range of personalised co-operative learning experiences.
2. Creating an inclusive ethos that nurtures healthy, happy children celebrating their wider achievements as they grow in their Faith.
3. Fostering good relationships between staff and pupils, effective partnerships between home and school and close links with agencies and the community in a safe, stimulating, and healthy environment.
4. Ensuring United Nation Convention on the Rights of the child (UNCRC) is embedded in our curriculum and practice, with a clear understanding of the articles shared within our whole community.

Our 'HEART' Values

Honest

Extraordinary

Aspirational

Respect

Trust

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents, carers, and staff. We used a variety of methods of getting the views of those who are involved in the life and work of St. Anthony's such as staff meetings, PRD reviews with all staff, working parties for the SIP and parent and pupil questionnaires and meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. They include representatives from local universities, health, early years and the third sector.

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 Staff being involved in Self Evaluation programme using HGIOS 4. Developing in Faith, information collated and used to create School Profile, class learning visits, timetables of staff peer visits, monitoring programme agreed by staff in August for the year, attainment and attendance tracking, school inclusion programme, team teaching where appropriate and at pupil's ability and social skills level, this is part of our inclusion policy for children attending our Flexible Learning Resource.

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 – Metacognition**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

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
As a Visible Learning Foundation accredited school, we recognise the importance of developing employability skills and ensuring pupils understand the relevance of their learning for the world of work. While learners at St Anthony's Primary are developing knowledge through effective learning and teaching approaches, discussions show that many require greater support to transfer and apply their learning in new contexts. There are also identifiable metacognitive gaps between learners following instructions and independently planning, monitoring, and evaluating their own learning. Guided by our Catholic ethos of perseverance, reflection, and responsibility, we aim to foster learner independence, resilience, and a growth mindset. To support this, the school will implement a whole-school focus on metacognition and self-regulated learning. This approach will empower pupils to become confident, reflective learners who recognise their unique	Outcome All learners will develop increased awareness and use of metacognitive strategies to plan, monitor, and evaluate their learning across curricular areas. Expected Impact - Learners confidently explain how they learn and identify strategies that help them succeed. - Pupils show increased independence when approaching unfamiliar tasks and learning contexts. - Staff consistently embed metacognitive language and approaches within learning and teaching. - Learners demonstrate improved resilience, perseverance, and reflection in line with the school's Catholic values.	Measures - Learner conversations and surveys demonstrate improved understanding of learning strategies. Surveys will use Likert scale to show improvement. - Classroom observations show consistent use of metacognitive prompts and reflective dialogue. - Increased evidence of pupil self-assessment and target setting in jotters and digital profiles. - HGIOS/learning visit evidence shows improved learner independence and engagement. - Reduction in over-reliance on adult support during learning activities.	Interventions - Introduce a whole-school metacognition framework and shared learning language. - Professional learning for staff on Visible Learning, metacognition, and self-regulated learning. - Embed planning, monitoring, and evaluation routines into daily teaching practice. - Use reflective learning journals, success criteria, and self/peer assessment approaches. - Develop learner-led discussions about "how" learning happens, not only "what" is learned. Term 1: Social Intelligence Term 2: Self Management Term 3: Innovation

gifts and are equipped to use them wisely in service of others and the common good. This is a three year plan in line with the Skills Development Scotland framework.	Outcome Learners will increasingly transfer knowledge and skills across different contexts and demonstrate stronger links between learning and employability skills. Expected Impact • Pupils make clearer connections between classroom learning, real-life situations, and future careers. • Learners apply problem-solving, communication, teamwork, and critical-thinking skills in new contexts. • Increased learner confidence when tackling open-ended or unfamiliar challenges. • Pupils recognise their strengths, talents, and next steps for improvement. Outcome Staff will develop a consistent, high-quality approach to teaching metacognitive and self-regulation strategies across the school. Expected Impact • Greater consistency in pedagogy across all stages. • Staff confidently model thinking processes and learning strategies. • Improved learner engagement, participation, and attainment. • A shared understanding of effective learning and teaching aligned with Visible Learning principles.	Measures • Learner profiles and interdisciplinary learning evidence demonstrate transferable skills. • Increased quality of pupil responses during learning conversations and moderation activities. • Teacher assessments show improved application of skills across curricular areas. • Feedback from partners, parents, and staff indicates increased learner confidence and independence. • Visible evidence of employability skills in classroom practice and displays. Measures • Professional dialogue and moderation activities evidence consistent approaches. • Learning visits demonstrate agreed strategies being used across classes. • Staff evaluations indicate increased confidence in delivering metacognitive approaches. • Improvement in attainment and engagement data over time.	Interventions • Plan interdisciplinary learning experiences linked to real-life and world-of-work contexts. • Embed employability skills explicitly within learning intentions and success criteria. • Introduce skills reflection activities linked to career education standards. • Use cooperative learning, problem-solving tasks, and inquiry-based approaches regularly. • Strengthen partnerships with families and community organisations to contextualise learning. Interventions • Develop collegiate working groups focused on metacognition and Visible Learning. • Use instructional coaching and peer observations to share effective practice. • Introduce consistent learning pit, challenge, and feedback strategies across the school. • Provide opportunities for moderation and collaborative planning.
---	--	--	---

	Outcome Learners will demonstrate increased ownership of their learning through effective goal setting, reflection, and self-evaluation. Expected Impact • Pupils articulate personal learning goals and next steps with confidence. • Learners show increased motivation, responsibility, and engagement in learning. • Improved pupil resilience when experiencing challenge or setbacks. • Stronger learner voice across the life and work of the school community. This will link with the work of the Young Leaders of Learning (YLL).	• Positive feedback from pupils regarding clarity of learning and next steps. Measures • Quality of learner targets and reflections improves over time. • Increased pupil participation in learner-led conversations and profiling. • Attendance, engagement, and wellbeing indicators remain positive or improve. • Classroom evidence shows pupils independently selecting strategies and resources. • Pupil focus groups demonstrate increased confidence and ownership of learning.	Interventions • Introduce consistent target-setting and reflection routines across all classes. • Use learner profiles and digital portfolios to track progress and achievements. • Embed opportunities for pupil leadership and learner voice within classrooms and school improvement. • Teach explicit resilience and growth mindset strategies rooted in Gospel values. • Celebrate effort, perseverance, and progress through assemblies, displays, and feedback practices. • Meta-Skills house group to be implemented to increase pupil voice and increased sense of responsibility and communication. • Termly tracking – skills column (Working Party staff develop scale to be used to track). • Create a badge award system to allow for consistent engagement with activities links with metacognition progression framework. PEF Aligned • Continue to use tracking to ensure timely identification of need and targeted supported to ensure all learners rights are being met. Continue to utilise structured group interventions (TIG) to focus on closing literacy and numeracy attainment gaps from a skills base approach.
--	---	---	--

Improvement Priority 2 – Rights Respecting School (RRS)**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

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
Analysis of attainment, attendance, wellbeing data and learner voice, alongside self-evaluation using HGIOS4, highlights ongoing inequities for targeted groups, particularly those impacted by socio-economic disadvantage. While the school has made strong progress towards embedding children's rights, self-evaluation evidence indicates that practice is not yet sufficiently consistent, embedded, or learner-led to meet the standard required for UNCRC Gold accreditation. Furthermore, evaluation of interdisciplinary learning shows that while learners have some awareness of global issues, developed through the work of the Laudato Si , connections between children's rights and the United Nations Sustainable Development Goals (Global Goals) are not yet fully developed or explicitly embedded across the curriculum. In addition, staff self-evaluation and learner voice highlight the need to further develop racial literacy across the school community to ensure all learners develop an understanding of equality, diversity, identity, and anti-racism. Strengthening racial literacy will support a more inclusive, rights-respecting culture	- All learners will confidently discuss their rights and demonstrate an understanding of how these link to global goals, with at least 90% showing a strong understanding on the UNCRC questionnaire for pupils. - The school will work towards and achieve Gold Accreditation during the 2026-2027 academic session. - Targeted learners (PEF cohort) will demonstrate improved engagement, wellbeing, and attainment. - Learner participation will be embedded, with children leading change through rights-based and global citizenship initiatives.	We will measure progress and impact through a strong focus on learner voice and rights understanding: Learner dialogue and discussions: - Evidence from learning conversations, focus groups, and classroom observations demonstrating learners can confidently discuss: - Their rights - How rights are respected in school - Links between rights and Global Goals Rights Respecting Schools Evidence: - High quality class charters that are co-constructed alongside rights-based learning displays. - Pupil leadership evidence (pupil council etc.)	- Embed a rights-based curriculum across all stages, explicitly linking learning to the UNCRC and Global Goals. - Develop consistent use of class charters, co-created with learners in August 2026. - Strengthen pupil voice opportunities (pupil council, house meetings) to ensure meaningful participation. - Provide professional learning opportunities with staff on rights-based pedagogy and inclusive practice. - Use moderation and observations to improve consistency in teaching and assessment of embedding rights into the curriculum. - Continue to use the developed pathway for teaching children's rights and Global Goals across all stages (FLR-Early-First-Second) - Ensure IDL topics have a clear link to Global Goals (climate action, Black History, WW2), explicitly linking children's rights. - Participate in national or international events (Parliament Week, Fairtrade, Climate Action days) to contextualise learning.

OFFICIAL

where all children feel represented, valued, safe, and empowered to challenge discrimination and uphold the rights of others.		- Feedback from class visits and professional dialogue. - Recording of Rights/Global Goals lesson on short-term planning. - Evaluation against the Developing in Faith Framework. Accreditation outcome alongside improvements in attendance, wellbeing (SHANARRI), and attainment.	• Continue to use pupil groups (pupil council) which allow learners to influence how funding (PEF) is used. • Embed regular learning conversations to inform school improvement priorities and evaluate progress. • Ensure all communications with parents makes reference to UNCRC and identifies key articles. PEF Aligned • Continue to use tracking to ensure timely identification of need and targeted supported to ensure all learners rights are being met. • Continue to utilise structured group interventions (TIG) to focus on closing literacy and numeracy attainment gaps.
--	--	--	--

Improvement Priority 3 – Improve Health, Wellbeing and relationships across the school community			
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 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
In line with Renfrewshire's commitment to inclusion, equity and improving outcomes for all learners, the school will participate in the NAIT We Were Expecting You whole-school professional learning pilot, co-delivered by the Educational Psychology Service (EPS) and Speech & Language Therapy (SLT). This work aims to further develop a consistent, inclusive and neurodiversity affirming approach across the school community. Through engagement in this pilot, staff will be supported to deepen their understanding of autism, communication differences, regulation and relational approaches, with a focus on strengthening universal provision and reducing barriers to participation, engagement and achievement. The pilot recognises that creating inclusive environments is a shared whole-school responsibility and that effective support for neurodivergent learners benefits all children and young people. This work aligns with Renfrewshire's Education Improvement priorities relating to inclusion, wellbeing, staged intervention and	Outcome To develop a whole-school, neurodiversity affirming and communication-friendly approach which improves participation, wellbeing, engagement and inclusion for all learners, particularly autistic children and young people and those with additional support needs. Expected Impact - Staff will demonstrate increased confidence, knowledge and consistency in implementing inclusive and neurodiversity affirming approaches. - Universal supports across the school environment will be strengthened and more consistently embedded. - Learning environments will increasingly reflect communication-friendly,	Measures - Training evaluations will demonstrate increased staff confidence and understanding. - Staff feedback will indicate increased confidence in supporting autistic/ neurodivergent learners. - Observations will evidence increased use of communication-friendly and inclusive strategies. - Increased visibility of universal supports across classrooms and shared spaces (e.g. visuals, structure, regulation supports, environmental adaptations). - Pupil voice will demonstrate increased feelings of belonging, safety and inclusion. - Parent/carer feedback will reflect increased confidence	Interventions - Participation in the NAIT We Were Expecting You whole-school professional learning pilot (include agreed time commitment) delivered by EPS/ SLT. - Establishment of a school implementation group to support planning, self-evaluation and sustainability of the work. - Ongoing monitoring and evaluation of impact through staged intervention, QI processes and implementation planning. - Opportunities for ongoing coaching/ consultation with EPS and SLT via implementation group. - Development of consistent whole-school approaches to communication supports, regulation and inclusive practice. - Review of classroom and wider school environments to reduce barriers to participation and accessibility. - Implementation of agreed universal strategies across learning environments. - Gathering and use of pupil, parent/carer and staff voice to inform ongoing improvement activity.

improving outcomes for children and young people with additional support needs. It also supports national priorities linked to GIRFEC, UNCRC, HGIOS4 and the development of communication-friendly, nurturing and relational learning environments. Participation in the pilot will support the school to engage in collaborative self-evaluation, build staff confidence and embed sustainable inclusive practices across classroom, playground and wider school contexts tailored to the unique requirements of the school context.	relational and regulation-informed practice. • Children and young people will experience increased participation, belonging, engagement and emotional safety. • Staff will demonstrate increased understanding of sensory differences, communication needs and barriers to participation. • There will be increased use of proactive and preventative approaches to support regulation and inclusion. • Parents/carers will report increased confidence in the school's understanding and support of neurodivergent learners. • School improvement activity will increasingly reflect inclusive values and responsive practice for diverse learners	in inclusive school approaches. • Reduction in barriers to participation and dysregulation-related incidents for identified learners. • Evidence of inclusive and neurodiversity affirming approaches within planning, staged intervention and classroom practice.	• Sharing of effective practice across staff team to support sustainability and consistency.
---	--	--	--

Improvement Priority 4 – Health and Wellbeing			
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 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
Analysis of school data shows that 47% of pupils who are not on track in literacy and numeracy also have identified wellbeing concerns, highlighting the close relationship between wellbeing, engagement and attainment. Staff have reported increasing concerns around the complexity of pupil needs, particularly in relation to emotional regulation, anxiety and distressed behaviour. This is impacting on learners' engagement and progress, while also affecting staff confidence and wellbeing. By strengthening relational practice, embedding consistent emotional regulation strategies and building staff capacity, we aim to create a nurturing and inclusive environment where all children are supported to engage, achieve and thrive.	PUPILS - Use of the CIRCLE Participation Scale with the identified target group will support the monitoring of engagement and participation in learning. As a result of targeted interventions and consistent support strategies, we aim to achieve a 10% increase in pupil participation and engagement in learning tasks. STAFF - Self-evaluation data will identify key periods throughout the school year that have the greatest impact on staff wellbeing, enabling targeted interventions and proactive support to be implemented. As a result, staff will report improved wellbeing, with an aim of increasing self-reported wellbeing levels by at	Continue to collect HWB as part of future review cycles using: - CIRCLE Participation Scale - Tracking Data using Wellbeing staged intervention scale. - Fortune lines (staff) - Staff and Pupil Focus Groups - Parent focus group - GMWP (p3-7) - Open afternoon feedback	PUPILS - Health and wellbeing House pupils will support in the Implementation of the St Anthony's Wellbeing Framework - Health and wellbeing House pupils will support in the implementation of the St. Anthony's whole-school emotional regulation toolkit - Deliver targeted group and individual wellbeing interventions - Strengthen nurturing and relational approaches across the school - Regular review of targeted support through tracking and monitoring meetings. STAFF - Deliver professional learning on emotional regulation, mental health and relational approaches - Provide staff wellbeing opportunities throughout the year during inset days. - Develop staff awareness of local authority and school-based supports.

OFFICIAL

	least one point on the wellbeing scale. • A 50% increase in staff awareness of local authority and in-school mental health resources, as measured through staff surveys. FAMILIES • Parents and carers will have a better understanding of how to support mental health and wellbeing. • Parents will have an awareness of all available supports at a targeted and universal level within the school and the local authority.		• Use wellbeing data to identify and respond to periods of increased pressure. • Launch and embed the St Anthony's Wellbeing Framework, including staff wellbeing scripts and guidance, to promote consistency in relational practice, emotional regulation approaches and responses to pupil wellbeing needs. FAMILIES • Develop parent information sessions and resources • Increase awareness of universal and targeted supports available within school and the local authority • Continue wellbeing-focused family engagement events • Share practical emotional regulation strategies for use at home
--	--	--	---

Improvement Priority 4 – FLR – Developing an inclusive curriculum that reflects all needs of our learners

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
In recent school sessions, the profile of learner need at St. Anthony's Flexible Learning Resource has changed, as has the model of provision. To respond effectively to increasing levels, and diversification of learner needs within the Flexible Learning Resource (FLR), development of a new core curriculum that takes cognisance of, and allows space for, the development of foundational skills and Curriculum for Excellence (CfE) learning, is necessary. We are committed to providing a holistic curriculum that enables all learners to achieve success through inclusive, engaging and developmentally appropriate learning experiences. Through self-evaluation, analysis of tracking data, pupil voice and staff reflection, the need to further develop curriculum to ensure greater consistency in learner engagement, wellbeing, progression and attainment across all stages, has been identified. There is currently inconsistency of interventions and approaches to the adapted curriculum across the FLR. This priority seeks to minimise inconsistency for all learners.	By June 2029, the curriculum will be fully redesigned and implemented in line with the principles of Trott's Pyramid of Learning and CfE. Learners will be more regulated, readily engaged, and able to participate in meaningful, experiential and developmentally appropriate interventions and approaches. By June 2027, 100% of FLR teaching staff will participate in professional learning focused on communication development, sensory-informed practice and developmental pedagogy linked to Trott's Pyramid of Learning. Staff will have the requisite knowledge and skills to plan effectively for developmental needs with learners' needs will be more effectively met. By June 2027, learner engagement levels will improve by at least 15% across all stages. Greater levels of participation in planned learning will result.	Progress and impact of implementation of new curriculum will be evidenced through: - curriculum documentation - monitoring of planning, teaching and assessment - pupil observations - learning visits - tracking data – curricular and pastoral - engagement monitoring (Leuven's Scale) - baseline and comparative surveys – Wellbeing (GIRFEC) - parental feedback – focus group	Develop Communication Learning Approaches - Develop and implement FLR wide 'Word of the Week' programme as part of our total communication approach. This will support language acquisition for all learners as it is inclusive of the needs of Gestalt Language Processors and of Analytic Language Processors who acquire language more traditionally. - All staff trained in approaches. Develop an Integrated Sensory Curriculum - Develop and implement 'Sensory Curriculum' that delivers curricular learning through consideration of sensory system. - Introduce TACPAC – Communication through touch and music programme - Embed RISE (Regulate, Invite, Shared Experience, Ending) Therapy sessions within curriculum – affirming play-based sessions designed to build social, communication and cognitive skills. - Consistent approach to Sensory Circuits through development and implementation of structured and progressive programme - Introduce NAIT (National Autism Implementation Team) Play Boxes Approach to support development of joint attention and engagement.

This priority has been informed by Trott's Pyramid of Learning (Kathleen Taylor and Mary Trott in 1991), which recognises that successful academic learning is dependent upon strong foundational developmental skills. The model highlights the importance of sensory integration, physical development, emotional regulation, communication and social interaction as essential building blocks for effective learning. We recognise that learners cannot fully access academic learning opportunities unless these foundational needs are understood, supported and actively nurtured. The rationale for change is also driven by a commitment to inclusion and equity. Staff recognise that some learners experience barriers related to sensory processing, communication, emotional wellbeing & regulation or confidence, which can impact engagement, achievement and attainment. By adopting approaches aligned with Trott's Pyramid of Learning, we seek to create a curriculum learning experience that is responsive, nurturing and accessible for all learners. Professional learning and collaborative planning will support staff in developing a shared understanding of developmental learning theory and how to apply this to best support the needs of our learners.	By June 2027, targeted wellbeing and regulation supportive approaches within new curriculum will support reduction in incidents of dysregulation by 20%, which will impact positively on overall wellbeing. By June 2027, pupils' achievement and attainment of key developmental skills, Literacy and Numeracy, will improve by one incremental step across 70% of identified targets, through the implementation of developmentally appropriate and engaging learning experiences aligned with the revised curriculum approaches. By June 2027, documentation to support planning, tracking, monitoring and reporting will be revised and trialled. This will reflect the changes to the curriculum and support professional and parental understanding of each learner's needs, progress and engagement with the curriculum. By June 2027, we will deliver at least two live engagement opportunities focused on parents/carers understanding the curriculum and developmental learning approaches being used within. Parents/carers will have a better understanding of developmental pedagogy and why particular interventions and approaches are being used with their child.		- All staff trained in approaches. Develop Wider Achievement Recognition - Introduce Wider Achievement Recognition using JAS (Join in Award Scheme) Awards. Learners will participate in a range of appropriately targeted activities that promote skills for learning and life. Parental Engagement - Parent Curriculum Afternoons - Revise method of sharing Curricular Leaflet information Development of Documentation and Processes In response to changes in approaches, interventions and overall curriculum, the following documentation and processes will be developed and implemented to reflect the changes: - Pupil Profile - Stress Response Plan - Tracking Documents - 'Curriculum Leaflet' – alternatives - Reporting to Home Collaborative Working – Looking Outwards Planned curriculum development and quality assurance activities collaboratively with St. Paul's Flexible Learning Resource, including: - Peer Learning Visits across FLRs - Development Buddies – Staff paired to work together on Curriculum Development items across both FLRs - Termly Individual Support Group (LISN style support sessions) - Moderation of planning and pupil observations
---	---	--	--