



## **St John Bosco Primary School**

# School Improvement Plan

## 2025/26

# Planning framework

As part of Children's Services, St John Bosco Primary School & Early Learning and Childcare Class 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**

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

## Our Vision

Our vision for St John Bosco Primary School is for everyone to be safe, happy and learning in an environment where each individual is respected and loved for who they are, and where Christ is at the centre of our daily lives.

**We are a school that:**

- Builds relationships based on love and compassion
- Values families as partners in their child's learning
- Is ambitious for all of our pupils, our school journey can take us anywhere
- Ensures children are stimulated, engaged and challenged
- Is a community of Faith, we **Share Jesus' Beliefs**, and this is reflected in our Values

## Our Values

**Kindness   Inclusion   Support   Compassion**

## School Mottos

St John Bosco Primary is known locally by many as 'SJB'. Our pupils, staff and parents have worked to come up with our 4 school mottos which we believe reflects the vision of our school:

<b>School</b>	<b>Sharing</b>	<b>Safety</b>	<b>Striving for</b>
<b>Journey</b>	<b>Jesus</b>	<b>Justice &amp; <i>excellent</i></b>	<b>Joy &amp;</b>
<b>Begins</b>	<b>Beliefs</b>	<b>Behaviour</b>	<b>Brilliance</b>

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, children and parents/carers. We used a variety of methods of getting the views of those who are involved in the life and work of St John Bosco Primary School, these can be found below.

Throughout session 2024-25 consultation with partners continued. Regular parent council meetings continue in our school, and these are well attended, with both parent councils also organising fundraising events throughout the year. Fundraising has supported learning and teaching throughout the school through the purchase of resources. Fundraising has also been used to support families by significantly reducing the cost of our whole school trip. We have also worked with cluster primary schools and secondary school and our parish communities in Erskine and Bishopton to develop a cohesive approach to developing our school as a faith community.

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

#### Consultation with Staff:

- Weekly staff collegiate meetings/curriculum development meetings
- RNRA core group meetings – this session we have held 2 of these meetings attended by our Educational Psychologist.
- Annual Professional Review and Development meetings for all staff in the school.
- Evaluation of the service using National Improvement Framework, How Good Is Our School (HGIOS)4, Education Scotland briefing notes/sketchpads, Pupil Equity Fund planning.
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings.
- Collaborative meetings.
- Team Around the Child meetings
- Curriculum leadership roles and remits, all teaching staff are members of working parties focussing on literacy, digital learning and health and wellbeing. There are also targeted leadership roles for staff e.g. Maths Champion, Literacy Champion & Digital leader.

#### Consultation with Children

- Child/Pupil questionnaires and evaluations.
- Pupil voice groups which meet termly. All children across the school take part in pupil voice groups.
- Weekly assemblies for all children across the school
- Throughout planning for curricular areas (KWHL, Mind Mapping, Floorbooks, learning task board activities)
- Pupil voice consultations for all Team Around the Child (TAC) meetings in school.
- Digital learning profiles for all children in primaries 4 – 7 in school.

- Pupil learning profiles for all children in primaries 1 -3 in school.

#### Consultation with Parents

- New Entrant Induction Days.
- Discovery Afternoons in school for parents/carers to visit and join learning activities.
- Family Learning Events for school children and parents/carers.
- Team Around the Child (TAC) meetings.
- Collaborative meetings.
- Parent Council.
- Reporting to Parents, School – Two parents evenings held in school, end of session written report for all children in school
- Questionnaires
- Newsletters

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

#### Consultation with Partners

- Collaborative meetings
- Team Around the Child (TAC) meetings
- LISN group for Primary School
- Universities and Colleges (Glasgow University, Strathclyde University, University of the West of Scotland, West College)
- Bargarran Primary School – campus partner
- St Anne's Primary School, St Catherine's Primary School, St James' Primary School & Trinity High School – cluster partners
- St. John Bosco Parish Erskine and Our Lady of Lourdes Parish Bishopton– parish priests, Alpha Team and Catholic Erskine.

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 we will 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:

- Self-evaluation calendar for school which ensures a rigorous monitoring approach.
- Staff meetings, monthly stage meetings and curriculum development meetings.
- Monitoring and tracking for learning, teaching and assessment quarterly (Sept, Oct/Nov, Jan, March)



- Annual target setting for each child to identify and build upon prior levels of attainment. These targets consider the focus of our PEF funding to raise attainment in literacy.
- Termly GIRFEL meetings to monitor impact and/or identify early intervention and personalised support, including the monitoring of attendance, behaviour and support as identified in Child's Planning.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school).
- Analysis of assessment data also considers the effectiveness of interventions linked to our PEF fund, establishing whether key children have made effective progress due to more focussed literacy input from our PEF funded teacher.
- Collegiate and INSET self-evaluation activities using HGIOS4, National Improvement Framework, and Education Scotland guidance/publications.
- Review of practices and impact of actions in relation to statutory duties including, but not restricted to, Safeguarding, ASL, Parental Involvement, Equalities Act, and GTCS Professional Standards.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Accessing pupil views within the 4 contexts for learning.
- Consultation with our campus partner school, Bargarran Primary School.
- Consultation with our cluster partner schools, St Anne's Primary School, St Catherine's Primary School, St James' Primary School and Trinity High School.
- Liaison with external partners who provide support for children and pupils (E.g., Speech and Language Therapy, Home Link, Occupational therapy, CAMHS etc) to ensure best provision for children.

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 – Developing high quality learning, teaching & assessment leading to improved attainment and achievement in literacy, through focusing on the development of a whole school approach to reciprocal reading skills.**

**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
Through professional discussion at staff collegiate meetings and peer learning visits it is evident that there are differing approaches to skills development in the teaching of reciprocal reading skills across the school.	By June 2026 all staff will have a clear understanding of the skills progression in reciprocal reading across the school.  By June 2026 all pupils will have an increased ability to identify and talk about reciprocal reading skills.	Pupil will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.  The emphasis of pupil focus groups and class visits will move focus on pupil's learning experiences regarding skills development.	Staff will work collaboratively, led by literacy working party members, in stage groups across the school chaired to focus on <ul style="list-style-type: none"> <li>Sharing practice in relation to reciprocal reading skills</li> <li>Planning for reciprocal reading skills</li> <li>Evaluating our reciprocal reading skills</li> </ul> <i>Working time agreement time of 8 hours over the session.</i>
Attainment data and teacher professional judgement indicate that the Talk for Writing approach is having a positive impact on attainment therefore we will continue to implement the Talk for Writing fiction and non-fiction approaches across the school.	By June 2026 attainment in writing will continue to improve for all pupils, including those in our target groups.	Standardised assessment data including NSA/ACEL at P1, P4 and P7. MIST at P2.  Class formative assessments.	Continue to work towards the achievement of Reading Schools Gold Award. This will raise the profile of reading across our school and support children and staff to embed our reading culture.  Collegiate calendar & working time agreement to reflect time given to development of Talk for Writing approach, including working parties, feedback from peer learning visits & moderation of learning pathways.

<p>Professional dialogue at staff collegiate meetings and with SLT indicate that not all staff are planning using Talk for Writing pathways.</p> <p>Through professional discussion at school, cluster and local authority level, all teaching staff agree that a consistent approach to learning and teaching will provide the best outcomes for our pupils.</p> <p>Staff involvement in moderating across establishments is a recognised approach to support the development of learning, teaching and assessment. Moderating approaches to learning, teaching and assessment of reading with colleagues from one of our cluster schools, St Catherine's primary school, will support robust professional judgements and</p>	<p>From August 2025 all teaching staff will use Talk for Writing fiction and non-fiction pathways when planning learning and teaching. This will ensure consistency across our school.</p> <p>From August 2025 all teaching staff will use The Renfrewshire Way resource to support a consistent approach to learning and teaching in our school, with particular focus on high quality and consistent approaches to learning and teaching.</p> <p>We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continue progression at nationally expected levels in reading and writing for:</p> <ul style="list-style-type: none"> <li>• All pupils at early level (early intervention approach)</li> <li>• 10 pupils at first level</li> <li>• 10 pupils at second level</li> </ul> <p>90% of target group children will have increased their AR reading level by at least one band by June 2026.</p> <p>Attainment gap in reading between target group and rest of school will decrease by June 2026.</p>	<p>Monitoring discussions with SLT. Peer moderation and learning visits led by literacy working party members within each zone of the school (P1-P2) (P3-P5) (P5/6-P7)</p> <p>Accelerate Reading STAR reading tests (P4-7), August 2025, November 2025, February 2026 and May 2026.</p>	<p>0.5 PEF funded teacher to work with target groups to raise attainment in reading &amp; writing by June 2026. (PEF). SLT &amp; PEF funded teacher will track attainment of targeted pupils.</p> <p>Literacy working party members &amp; members of the senior leadership team will support peer evaluation to ensure that there is consistent implementation of Talk for Writing pathways.</p> <p><b>Session 2024-25</b>  <b>In-service day 5 Friday 23<sup>rd</sup> May 2025</b>  The Renfrewshire Way resource highlighted to teaching staff as a resource that will be implemented in session 2025-26.  <b>Wednesday 4<sup>th</sup> June 2025</b>  Teams input attended by staff with responsibility for learning and teaching.  <b>Session 2025-26</b>  <b>In-service day 1 Thursday 14<sup>th</sup> August 2025</b>  Staff given time to explore &amp; discuss The Renfrewshire Way resource.</p> <p>All teaching staff will follow staged intervention flowchart when sharing concerns with SLT. This will ensure timely interventions are carried out by appropriate staff. The impact of the staged intervention flowchart will be discussed during termly tracking meetings with teaching staff.</p> <p><b>February 2026 Inservice day 4</b>  Half day of cluster moderation of Accelerate Reading App with St Catherine's primary school, including discussion of resources used and how assessment data from AR app can be used to support learning and teaching of reading.</p>
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<p>develop teaching practice in the use of the Accelerate Reading (AR) App.</p> <p>In session 2025-26 three staff members have taken part in CLPL led by the Scottish Book Trust. This CLPL combined with teacher professional dialogue and pupil learning conversations has highlighted that although there are many positives to the Talk for Writing approach as a school, we have identified that we need to further develop our skills and confidence in creative writing. Following this we have been invited to take part in a creative writing for teachers' project funded by Paul Hamlyn Foundation.</p> <p>In session 2024-25 we established a Young Leaders of Learning (YLL) group consisting of 8 primary 6 pupils. The YLL</p>	<p>By June 2026 participation in this project will raise the profile of creative writing in our school, improve staff confidence and skills and improve attainment in targeted classes.</p> <p>By June 2026 there will be improved attainment in writing for the target groups.</p> <p>Young Leaders of Learning in both schools will continue to be excellent role models and will work together to identify and train a further group of Young Leaders to take part in the programme in 2025-26.</p> <p>An enhanced relationship with St Anthony's primary school by June 2026 will allow:</p>	<p>Pre and post participation surveys of staff and pupils.</p> <p>Standardised assessment and ACCEL data for targeted classes.</p> <p>Cross cluster moderation visits with St Anthony's primary school (St Benedict's High School cluster) &amp; St James primary school (Trinity High School cluster).</p> <p>Local authority staff and learner pre &amp; post YLL programme evaluation will show improvement in pupil leadership skills and use of evaluative language</p> <p>Evaluations will also show improvement in collaboration and sharing good practice with other schools.</p>	<p>Induction day led by Scottish Book Trust (SBT) for nominated staff contacts (August 2025)</p> <p>8 author sessions each term: four with pupils for staff to observe; two in-house CLPL with your chosen author; two shared CLPL sessions attended by project partners and other schools</p> <p>Different author each term, each working in a separate creative discipline (i.e. poetry, comics, prose)</p> <p>CLPL planned by SBT and partners to support school staff as writers and compliment work carried out in schools.</p> <p>Regular check-ins with SBT, including support to build writing culture among staff</p> <p>£350 resource budget, paid in two instalments, to support writing sessions</p> <p>End of year shared practice event with school attendees, includes looking forward to Year Two.</p> <p><b>August 2025 – December 2025</b></p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLLs will develop a presentation for other pupils, outlining role and responsibilities of YLL's. An interview format and questions for potential YLL's.</p>
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<p>programme presents an opportunity to involve 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. In session 2025-26 this group will continue to work with our partner school, St Anthony's primary school and they will explore the theme of 'Learning and Teaching' with a focus on creative writing as this is an identified focus within both schools.</p>	<ul style="list-style-type: none"> <li>- further sharing of good practice</li> <li>- more collaborative opportunities such as moderation and further YLL opportunities</li> </ul>	<p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed.</p>	<p>YLL's will then interview and appoint the next group of YLL's. Interview panels will consist of a mix of pupils from each YLL group.</p> <p><b>January 2026 – February 2026</b></p> <p>Our new group of YLL's will then develop a set of questions to help them evaluate the reading focus during school visits and a programme of activity for the visit to each school.</p> <p><b>March 2026 – May 2026</b></p> <p>Our new groups of YLLs will take part in reciprocal visits between and identify, strengths in the approaches to learning and teaching of reading in each school and areas for development approaches to learning and teaching of reading in each school.</p>
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**Improvement Priority 2 (School) – Developing high quality learning, teaching & assessment leading to improved attainment and achievement in numeracy, through focusing on planning and implementing financial education**

**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
<p>We are committed to improving our numeracy strategy. Through discussions at tracking meetings with senior leadership team and teachers' professional judgement we have identified a need to further develop our professional learning and expertise with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>Financial Education and linking this to</li> <li>Skills for Learning, Life and Work</li> </ul>	<p>By June 2026 all teaching staff will gain greater confidence in their knowledge and understanding of how to plan and implement the learning and teaching of financial education.</p> <p>By June 2026 all teaching staff will engage pupils in the world of work, by identifying gaps in our financial skills and careers education.</p> <p>By December 2025 all teachers will have engaged with professional learning. Engaging in professional learning will allow us to raise staff and pupil engagement and understanding of financial education and its impact on the lives of the students. As well as focusing on an evaluation of financial education and what our next steps need to be to improve learning and teaching within this area.</p> <p>By March 2026 all pupils will have engaged with Skills Development Scotland and identified their</p>	<p>Pre/post teacher confidence in the effective teaching of financial education (August 2025 and March 2026).</p> <p>Pre/post teacher judgement data to measure progress in pupils understanding of money and financial education as reflected in the End of Level Pathways.</p> <p>Teacher evaluation using Scotland's Financial Schools 'Where is our school on its journey?' (August 2025 and March 2026) to assess our next steps in improving our financial education.</p> <p>Pre and post pupil questionnaire on career aspirations. To measure the impact on the pupils' career aspirations through engaging with the Skills Development Scotland World of Work resources.</p>	<p>Collegiate input for the teaching staff in August 2025 to evaluate 'Where is our school on its journey?' and identify what our next steps are to improve the financial education within the school.</p> <p>Introduce financial education resources, Education Scotland Money Professional Learning resources, Scotland's financial schools by young enterprise Scotland <a href="#">Join — Scotland's Financial Schools</a>. <a href="#">Financial education guidance for primary and secondary schools in Scotland   Money and Pensions Service</a></p> <p>Education Scotland's 'On the Money' books and activities for P4 to P7 and Financial Literacy books (Save It, Finance 4 Kids and Financial Literacy for Kids) and activities for P1 to P3. Lessons will be delivered during Maths Week Scotland 22<sup>nd</sup> – 28<sup>th</sup> September 2025.</p> <p>Promote opportunities for continual professional learning for all teaching and support staff in numeracy and maths and financial education via Renfrewshire CPD Manager.</p>

<p>Through our parental evaluation questionnaires and feedback following family learning sessions, we will continue to develop our parental engagement by providing maths and numeracy workshops with a focus on family learning and supporting pupils learning in numeracy.</p>	<p>individual skills and how they relate to a STEM career and what future careers may be of interest to them.</p> <p>We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continue progression at nationally expected levels in numeracy for:</p> <ul style="list-style-type: none"> <li>• All pupils at early level (early intervention approach)</li> <li>• 8 pupils at first level</li> <li>• 8 pupils at second level</li> </ul>	<p>Pre/post targeted pupil assessments demonstrating improvement through engaging in the Maths Recovery Programme</p> <p>Record of learning conversations with focus group children</p> <p>Standardised assessment data including SNSA at P1, P4 and P7</p>	<p>As part of STEM learning and teaching pupils in P5-7 will engage with the Skills Development Scotland World of Work resources (Animal Me, What could I be and What are Skills) to identify what skills are needed in different careers, the children's own skills and what careers their skills would be useful within.  <a href="https://www.skillsdevelopmentscotland.co.uk/world-of-work">https://www.skillsdevelopmentscotland.co.uk/world-of-work</a></p> <p>In line with cluster schools introduce Skills Development Scotland, My World of Work, digital profiles in P4-7, with a particular focus on skills for lifelong learning and work.</p> <p>The focus of our 'Discovery Afternoon' in March 2026 will be on skills development and the world of work.</p> <p>Ongoing implementation of Maths Recovery approach for targeted pupils.</p>
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**Improvement Priority 3 – Improve health and wellbeing for all pupils and staff, with a particular focus on continuing to develop leadership at all levels and improving the quality of our outdoor learning experiences.**

**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
Relationship surveys carried out with pupils and parents/carers indicate that whilst the wellbeing of almost children is good, there is scope to further improve the wellbeing of pupils, particularly in dealing with sudden change, loss and bereavement.	<p>By June 2026 wellbeing of all pupils, including those in the targeted group will improve.</p> <p>By June 2026 teaching staff will be more confident in creating classroom environments which support children who are dealing with sudden change, loss and bereavement.</p>	<p>Pre and post intervention pupil surveys.</p> <p>Glasgow Motivation and Wellbeing Profile (GWMP) assessments will be completed by all pupils in September 2025 and April 2026.</p> <p>By March 2026 all pupils will have completed a HWB relationships survey.</p> <p>Single/multi agency plans will show that all pupils identified through the staged intervention framework as requiring health and wellbeing support will receive appropriate support at their staged intervention level.</p>	<p><b>Session 2024-25</b> Local authority HWB officer delivered 3 assemblies to pupils in P4-7, these assemblies highlighted CBT approaches that children can use to regulate their emotions.</p> <p><b>Session 2025-26</b> <b>In-service day 1 Thursday 14<sup>th</sup> August 2025</b> all staff will receive Safeguarding annual update.</p> <p><b>Wednesday 20<sup>th</sup> August 2025 3.15pm – 4.45pm</b> Teaching staff collegiate session, delivered by HWB officer, whole school approaches to CBT.</p> <p>CBT techniques and calming strategies will continue to be delivered by SLT during assemblies.</p> <p>Workshops for parents on CBT approach at Parents' Evenings in November 2025 and March 2026.</p> <p>Further parental information sessions with a focus on relationships policy/trauma informed</p>



<p>Through staff engagement in collegiate sessions with Learning Through Landscapes and pupil engagement with How Good is Our School pupils and staff have identified that they would like to further develop outdoor learning approaches across our school.</p>	<p>By June 2026 all teaching staff will be more confident in delivering outdoor learning across the curriculum.</p> <p>By June 2026 all pupils will have participated in outdoor learning activities.</p>	<p>Pre and post outdoor learning survey for staff.</p> <p>By September 2025 our outdoor learning staff member lead and our outdoor learning pupil group will have carried out a climate</p>	<p>practice, with support from educational psychologist (support TBC)</p> <p>Teaching staff in P5-7 will continue to deliver lessons using themes from The Compassionate and Connected Classroom.</p> <p>Seasons for Growth sessions will be offered to targeted pupils.</p> <p>Implementation of new HWB pathways</p> <p>Training staff in importance of bereavement education then rolling this out to classes.</p> <p>0.7 PEF funded ASNA will support the wellbeing of all pupils in primaries 1 and 2 and targeted pupils in primary 5. (PEF)</p> <p><b>In-service day 3 Monday 20<sup>th</sup> October 2025</b></p> <p>Teaching staff trained in children's mental health and bereavement education. These approaches will then be implemented in all classes, with focus assemblies delivered by SLT.</p> <p><b>19<sup>th</sup> – 26<sup>th</sup> October</b> During Care Week Scotland Who Cares? Scotland lessons to be delivered in all classes. Lessons will be team taught with DHT as appropriate.</p> <p>The Promise updates from Promise school and cluster lead throughout the session.</p> <p>All children in primaries 1 and 2 will have access to an improved outdoor learning area with 'loose parts' resources available.</p> <p>Teaching staff in P3-7 will plan and implement outdoor learning activities for children in primaries 3-7.</p>
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	<p>By June 2026 our playground will have increased areas of flowers and resources to support wildlife. Resources will be developed in conjunction with outdoor learning group and the wider school community.</p>	<p>audit, identifying key areas for improvement in our playground.</p> <p>March 2026 pupil voice group survey on outdoor learning &amp; our playground environment.</p> <p>In June 2026 we will review our climate audit and agree actions for session 2026-27.</p>	<p>Following climate audit carried out by outdoor learning group, all classes will take responsibility for developing an area of our playground.</p> <p>Outdoor learning pupil group will update whole school at assembly.</p> <p>All classes will participate in an outdoor learning focussed outdoor learning mini topic (1-2 weeks long).</p> <p>Teaching staff outdoor learning working party will support the implementation of outdoor learning across the school.</p>
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