



St. John Ogilvie Primary School

School Improvement Plan

2026/27



Planning framework

As part of Children's Services, St. John Ogilvie 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

Vision – A community of excellence and opportunity for all

Motto – **S**tarting a **J**ourney of **O**ppportunity

Values – Kindness, Honesty and Respect

Our Aims:

1. To promote wellbeing and respect within a culture of ambition and achievement, reflecting Gospel Values within a community of faith and learning.
2. To share a common vision with our pupils, parents and staff and to foster high quality leadership at all levels.
3. To engage all our pupils in the highest quality learning activities which focus on outcomes and maximise success for all learners
4. To value and empower our staff and pupils, to reflect on our work, welcome challenge and to experience personal and collegiate responsibility.
5. To work in partnership with parents, other agencies and our community to improve and support learning.

Who did we consult?

To identify our priorities for improvement, we sought the views of:

Staff

- Staff meetings
- In-Service Days
- Curriculum Development Sessions
- Regular Self-evaluation linked to Quality indicators (HGIOS)
- Individual Forward Plan feedback with SMT
- Personal Review and Development meetings
- Regular review of School Improvement Plan priorities
- Consultation of SIP priorities
- Questionnaires and surveys carried out throughout the year

Pupils

- Pupil Council meetings/ big book
- Pupil questionnaires and feedback
- Weekly Hot Chocolate Friday Sessions
- Assemblies

Parents/Carers

- Annual Report feedback
- Parent Evenings
- Parent Partnership
- Newsletters
- Questionnaires and surveys carried out throughout the year

We have also consulted with our partners/stakeholders. These include:

- The Parent Partnership
- The School Chaplains]
- The Music Service
- The EAL and Sensory Team
- Agencies including Educational Psychology and Health

We gathered feedback through:

- Informal feedback through discussions
- St. Andrew's Cluster Schools
- Meetings with School Chaplain
- Transition Meetings with Early Years Centres and Secondary Schools
- Termly meetings with Active Schools Co-ordinator
- Collaborative meetings with the Family Wellbeing Worker and Educational Psychologist.
- Stakeholder questionnaires

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:

- Self-evaluation activity using HGIOS4
- Staff Collegiate Meetings
- SMT Meetings
- Pupil Committee Groups
- Pupil Focus Groups – jotter monitoring and learning & teaching
- Pupil Assemblies
- Observations of Learning & Teaching
- Termly Forward Plan and Tracking Attainment Meetings
- Termly Moderation activities during collegiate sessions
- Termly review of Child's Plans.
- Parent, staff, learners & partners' questionnaires/surveys
- Professional Review and Development Process for all staff
- Practitioner Enquiry & Sharing Good Practice Sessions for teaching staff
- Observations/feedback from professional collaborators including Educational Psychology, Family Wellbeing and School Chaplains
- Review and update of policy and practices in school
- Parent Partnership Meetings
- Parents' Evenings – feedback
- Newsletter - feedback

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 – To raise attainment in Literacy and Numeracy

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)

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

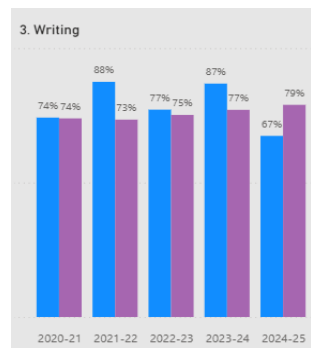
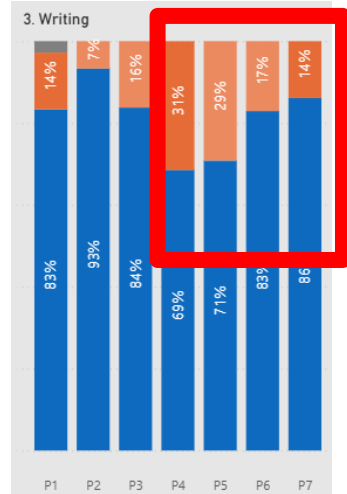
Improving relationships behaviour and attendance with increased engagement in learning

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions												
Reading Curriculum for Excellence data demonstrates that, as a school, reading will continue as an area for improvement at Second Level. (Session 25-26). <table><tr><th>Session</th><th>Rise from - to (reading):</th></tr><tr><td>P6</td><td>72% - 79%</td></tr><tr><td>P7</td><td>76% - 78%</td></tr></table> *Based on current class sizes In Primary 6, through targeted intervention the Poverty Related Attainment Gap would reduce.	Session	Rise from - to (reading):	P6	72% - 79%	P7	76% - 78%	By June 2027, the school aim to improve the attainment of reading for pupils in targeted groups (below) by: <table><tr><th>Session</th><th>Rise from - to (reading):</th></tr><tr><td>P6</td><td>72% - 79%</td></tr><tr><td>P7</td><td>76% - 78%</td></tr></table> *Based on current class sizes In Primary 6, through targeted intervention the Poverty Related Attainment Gap would reduce.	Session	Rise from - to (reading):	P6	72% - 79%	P7	76% - 78%	We will measure improvement through: Termly tracking meetings, where data will show the impact of interventions throughout the session. Tracking Meeting with additional teaching staff member to identify and update individual benchmarks updating support where required. SMT will review Support Staff Timetables to ensure positive impact on learners’ attainment. GL Assessments and SNSA will be used to identify gaps and support teacher judgement. (PEF Funded) Analysis of scores from IDL, TIME and Toe-by-Toe.	A member of support staff will be allocated to Primary 6 to deliver targeted literacy interventions in reading. This will include the use of IDL, TIME and Toe-by-Toe. Digital technologies, including Chromebooks and iPads, will support learners to access texts and develop comprehension skills. Targeted resources such as Yoto devices, Reader Pens and Microsoft Literacy Progress will promote reading for enjoyment and support literacy development across the cohort. An additional teacher will be employed for four mornings per week (or two full days, depending on availability) to provide focused reading interventions. These will prioritise reading aloud, improving fluency, and strengthening comprehension strategies. During a planned staff meeting (September 10th) all teaching staff will develop their knowledge and confidence in using the Read & Write tool available on staff laptops, ensuring consistent and effective application to support learners’ reading needs.
Session	Rise from - to (reading):														
P6	72% - 79%														
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Writing

Curriculum for Excellence data demonstrates that, as a school, writing will continue as an area for improvement at Second Level. (Session 25-26).



Analysis using the Renfrewshire Council Quartile Comparator shows that attainment for the current Primary 4 cohort is below that of schools within the same comparator quartile.

By June 2027, the school aim to improve the attainment of reading for pupils in targeted groups (below) by:

Session (26-27)	Rise from - to (writing):
P5	69% - 80%
P6	70% - 75%

Writing attainment in Primary 5 is projected to exceed the Renfrewshire Council comparator figure for the current Primary 4 pupils.

We will measure improvement through:

Termly tracking meetings, where data will show the positive impact of interventions throughout the session.

Tracking Meeting with additional target teacher to identify and update individual benchmarks updating support where required.

Support Staff Timetables will be reviewed and will reflect the positive impact on learners' attainment.

GL Assessments and SNSA will be used to identify gaps and support teacher judgement.

Scores from GL and SNSA will be used to support teacher judgement.

An additional teacher will be employed for four mornings per week (or two full days, depending on availability) to provide focused writing interventions, with a particular emphasis on developing sentence structure.

For learners who are unable to achieve 'Tools for Writing' benchmarks due to identified additional support needs, the Senior Management Team (SMT), in collaboration with class teachers, will review professional judgements and consider alternative resources and strategies to better meet individual needs.

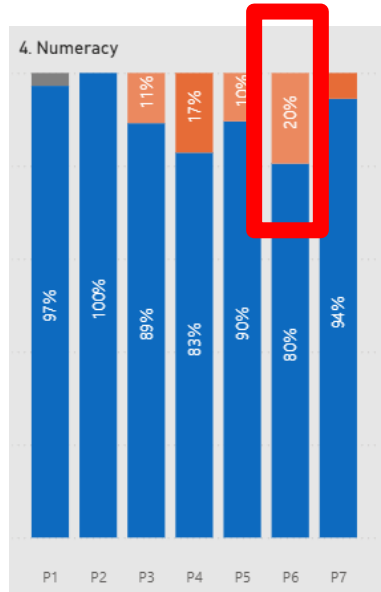
During a scheduled staff meeting (10th September) all teaching staff will enhance their knowledge and understanding of the Read & Write tool available on staff laptops, ensuring consistent and effective use to support learners' literacy skills.

The Talk for Writing Staff lead will support Primary 5 in the delivery of Talk for Writing. As part of moderation, staff will be asked to bring examples of children's work that is not on track and work as a group to identify next steps.

The Working Time Agreement will include a working party (8 hours), led by the Digital Lead and Writing Lead, to develop **The SJO Way**—an interactive document featuring writing moderation exemplars for all stages and key aspects of school life. This resource will promote consistency in practice,

Numeracy

Curriculum for Excellence data demonstrates that, as a school, Numeracy will continue as an area for improvement at Second Level. (Session 25-26).



The Self-Evaluation Profile of the school has the Quality Indicator of 'Attainment and Achievement' at the level 'good'. The school would like to improve this grading to 'very good'.

By June 2027, the school aim to maintain the attainment of Numeracy for pupils in targeted groups (below) by:

Session (26-27)	Rise from - to (Numeracy):
P7	Maintain 80%

We will measure improvement through:

Termly tracking meetings, where data will show the impact of interventions throughout the session.

Tracking Meeting with additional teaching staff member to identify and update individual benchmarks updating support where required.

SMT will review Support Staff Timetables to ensure positive impact on learners' attainment.

GL Assessments, IDL, SEAL and SNSA scores will be used to identify gaps and support teacher judgement.

expectations and approaches to learning and teaching across the school.

The Acting Depute Head Teacher, will support the delivery of Numeracy in Primary 7 through NCCT. She will focus on Number Talks and Number work at the start of every session.

An additional teacher will be employed for four mornings per week (or two full days, depending on availability) to provide focused Number Numeracy interventions, with a particular emphasis on the basics of the 4 operations of add, subtract, multiply and divide.

A member of support staff will be allocated to the class during Numeracy time to deliver IDL Numeracy and SEAL support to a targeted group of pupils.

Through our PEF we will continue to invest in a Cluster Digital Library considering resources that will support pupils with additional support needs (PEF).

Improvement Priority 2 – Ensure a consistent and coherent approach to skills language and development is implemented for all pupils across the cluster (Year 2).**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
Education Scotland advice states “As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.” Additionally, Building the Curriculum 4 states that “Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy”. Recent research by the Scottish Government shows that 72% of Scottish employers consider meta-skills the most significant factor when recruiting (Employer Skills Survey 2024 – Scotland) Through staff audit and self-evaluation at both school and cluster level, we identified the need to commit to and embed the teaching of the meta-skills	<u>Long term outcome – 2025 - 2028</u> A skills framework will be agreed within the cluster to ensure consistency of skills development at all stages using a shared language. Pupils will be able to use this language to reflect upon the skills for learning, life and work they have developed and be clear about how their achievements relate to these. This cluster approach will also contribute to effective transitions between Primary and Secondary school. <u>By May 2027</u> Key staff from our feeder Secondary School will be linked and have access to Primary 7 digital Pupil Profiles. This will ensure a smooth and continuous skills development journey during Primary to Secondary transition. <u>By June 2027</u>	All staff across cluster to undertake yearly baseline (by Sept) and post (June) survey to evaluate confidence around skills development. All pupils across cluster will undertake yearly baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills. Quality Assurance activities such as Show Me What You Know SLT class learning visits and jotter moderation will be skills focussed and evidence an increased understanding of pupil abilities to identify and reflect on skills using skills-appropriate language.	<u>Term 1</u> Findings of confidence audit will inform school and cluster level professional learning opportunities. Through DOJO, skills language will be shared between home and school to ensure families have increased capacity to support skills-based dialogue. This will include skills being explicitly noted in medias such as: • School newsletters • Digital celebrations of learning (social media/ClassDojo etc) • Wider achievement celebration and tracking Pupil Profiling of skills and achievements using My World of Work My World of Work. Those pupils involved in the 25/26 pilot of this software will be given leadership responsibility to embed the profiling tool amongst younger year groups. By June 2027, all pupils in Primary 4 to 7 will be recording successes and achievements, including wider achievements, using this digital tool. By May 2027, P7 pupil profiles will be shared with

framework to ensure that pupils can recognise, understand and explore skills essential for lifelong learning and work. Through self-evaluation, the Senior Management Team (SMT) has identified that Theme 5 within <i>How Good Is OUR School?</i> requires further development. Previous success through participation in the Young Leaders of Learning programme suggests that the school would benefit from collaborative work with another establishment to strengthen this area.	Almost all teaching staff will have an increased awareness, understanding and confidence in skills development. Pupils will have an increased ability to identify, talk about and reflect on skills in a variety of contexts, including linking skills development to their wider world and wider achievements. All classes will embed a skills-focussed approach to learning and explicitly reflect on skills during lessons. All Pupil Committee Groups will be skills focussed to ensure the approach and language is embedded and pupils can apply their knowledge and awareness in a variety of contexts. Class Dojo will showcase a greater number of success stories, highlighting a range of wider achievements, which will be shared with the whole school community. Pupils will be able to confidently talk about their achievements and successes. Staff encourage and support each of us to get involved in areas that are of interest to us and help overcome	Class DOJO is the digital tool that will be used to evidence examples of celebrating success. Annual Parent/carer survey will give parents the opportunity to demonstrate that everyone understands how we share and celebrate success both within school and in the wider community.	relevant colleagues from St Andrew's Academy to support the current transition programme. All staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills. As part of the Working Time Agreement 8 hours will be given to the Skills School Lead, Miss Higgins, to develop this plan and embed the language of skills across all stages of the school. Staff and Pupil Leadership Groups will outline skill development through their action plan. A Pupil Survey will be issued at the start of term to P4-P7 to gather information about children's skills, current 'out of class' activities and choice of leadership group. A wider achievement pro forma will be introduced to enable pupils to effectively present and celebrate their successes, achievements, and skills during assemblies. These will subsequently be showcased on the Wider Achievement Wall. Achievements will then be shared via the monthly School Podcast. An RNRA Working Party group led by Mrs Watt will evaluate, develop and share actions around the Nurture Principle 'Nurture is
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A parent survey indicated that some parents are not fully aware of how the school celebrates success and achievement.

18. The school recognises the strengths and interests my child has outwith school e.g. in sports, arts etc.



any barriers that might prevent us taking part.

All pupils who wish to participate in an 'out of class' activity will have the opportunity to attend at least one during the academic session.

Our school keeps accurate records of pupil participation and achievements and helps us to recognise the importance of these. Our achievements are recognised, valued and celebrated by our school and community through a range of ways which help build our self-esteem and confidence.

Across all stages and during assembly children will talk about the range of different 'out of class' learning activities they participate in and the skills they are developing.

The RNRA Working Party will develop and share good practice around the principle 'Nurture is important for wellbeing and esteem'.

A whole school spreadsheet will demonstrate that all pupils, who wish to, will have the opportunity to attend at least one club out of class learning.

important for Wellbeing and Self-Esteem'. (8 hrs from WTA)

The STEM Working Party, led by Mr McCarthy, will evaluate, develop and share actions to promote a progressive STEM plan across all stages. (8 hrs from WTA)

Improvement Priority 3 – Ensure that children will experience inclusive learning and supportive relationships which lead to positive life outcomes.**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
As part of our commitment to achieving the UNICEF Rights Respecting Schools Silver Award, we aim to ensure that all children, staff and the wider school community have a clear understanding of the United Nations Convention on the Rights of the Child (UNCRC).	By June 2027 All children and staff will develop a secure and consistent understanding of the UNCRC, with children able to name, describe and apply key Articles and recognise how rights impact their own lives and the lives of others. All staff will demonstrate increased confidence in using rights-based language, leading to rights becoming visible and embedded across classrooms and the wider school environment. By June 2027, most children will understand that rights are universal and unconditional, and a rights-respecting ethos will increasingly shape school culture, relationships, and learning. Rights-based approaches will be embedded within policies, restorative practices and everyday teaching, with increased	Pupil surveys show increased understanding of rights (baseline vs follow-up) The termly pupil wellbeing survey data remains positive or improves. Staff confidence is consistently high through professional dialogue and feedback Evidence of pupil participation (committees, assemblies, leadership roles) Displays and school environment reflect consistent rights messaging Records of assemblies, newsletters and podcasts demonstrate regular rights focus	Raise awareness of the UNCRC through assemblies, monthly focus, displays and real-life contexts. Embed rights across the curriculum and school values using the ABCDE of rights. All classes will develop their own class charter at the start of the new session, explicitly incorporating the language and principles of the UN Convention on the Rights of the Child. Ensure rights are visible, understood and applied in everyday school life. Strengthen pupil voice through councils, committees, surveys and discussions and by introducing a Rights Respecting Ambassadors group. Communicate with families the work of Rights Respecting Schools through monthly newsletters, podcasts and digital platforms.

The diversity of our school community continues to grow, with 10 nationalities represented and 23 languages spoken across our pupils' homes. This provides valuable opportunities to promote inclusion, celebrate cultural diversity, and foster mutual respect and understanding. As a result of our work with West Primary focused on the How Good is OUR school theme of Relationships our children and staff identified celebrating culture as an area for improvement. Through the annual staff survey all staff identified the teaching of 'Other World Religions' as a focus for development. Through the annual staff survey all staff identified multi-cultural events and activities as an area for development.	opportunities for pupil voice, leadership and participation through committees and school decision-making. Enhanced understanding of race and racism amongst pupils and staff. Increased cultural awareness and sensitivity amongst pupils and staff. Increased confidence amongst pupils in discussing issues of race and identity. All staff are more confident in using appropriate language to support all learners across various Faiths, Religions and Race. Greater involvement of parents/carers in discussions and initiatives related to racial literacy. Our school has an inclusive ethos which aims to honour the life, dignity and voice of each person made in the image of God.	Our Developing in Faith return completed by the RE Coordinators in the Cluster will demonstrate progress in the theme of Promoting Gospel Values An evaluation completed by Educational Psychology will demonstrate that staff have increased confidence in promoting and celebrating diversity within our school. All children will demonstrate in their daily actions an inclusive ethos whereby they celebrate diversity and culture. Tracking of racist incidents via Business World. Pupil surveys will be conducted before and after the implementation of interventions to measure their impact, gather learner feedback, and inform future improvements.	In collaboration with our Diocese partners, all Primary 7 pupils will participate in a Pilgrims in the Park event, focusing on the work of Saints represented across our cluster schools. The school will request support from the Diocesan Team around the teaching of Other World Religions. The RE Coordinator will work collaboratively with staff to evaluate the <i>Developing in Faith</i> theme of <i>Promoting Gospel Values</i>, with the aim of strengthening respect for different beliefs and cultures and fostering meaningful interfaith dialogue. In collaboration with our Diocese partners, all staff will participate in a joint Faith in February event during the February in-service, focusing on spiritual development. All staff will receive training for our link EP based around Racial Literacy. Regular dedicated 'Race Talk' sessions, providing structured opportunities for staff to engage in dialogue about race, identity and bias, and to explore how these issues relate to classroom practice and whole-school culture to take place at staff meetings.
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Through the Parent/Carer Survey completed in March 2025, parents/carers identified celebrating culture as a priority. As mentioned earlier, investing in multicultural activities it would be a change not only for children of other cultures and religions, but also to the all school community. It would give the opportunity to understand more about your pupils life, making them feeling more valued because they are a part of the school.			We will diversify our class libraries by incorporating a broader range of books that reflect a variety of cultures, ethnicities, and lived experiences. A shared bank of Cluster resources will be purchased using a committed spend from each school, aimed at increasing diversified Health and Wellbeing resources to promote the holistic development of all pupils. (PEF) Our annual Scotland Concert (March) will evolve to reflect the rich diversity of cultures within our school community, while continuing to celebrate Scotland's heritage. Assemblies will be used to educate pupils about racism. Establish an Anti-Racist Citizenship Committee as part of the Pupil Leadership Groups. Adapt our school calendar to highlight and celebrate significant cultural and religious events throughout the year. Create a display at the entrance of the school to promote our work as a school on celebrating culture and diversity. Develop auto-pilot statements that staff can use when responding to a report of a racist incident.
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