



**Education Resources  
Curriculum and Quality Improvement Service  
School Improvement Plan and Standards and Quality 2025/26**

**Braehead Primary**

**Strategic Improvement Priorities Plan over 3-year cycle**

**Timescale: 2023-2026**

| Strategic Priority | Year 1                                                                                                                                       | Year 2                                                            | Year 3                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1.                 | Revising our school vision, values and aims with our school community and partners.                                                          | Increase attainment in writing.                                   | Embed new writing programme across all stages                                                                 |
| 2.                 | Extending the opportunities for pupil participation through the use of HGIOURS and participating in the Young Leaders of Learning programme. | Improve/embed approaches to nurture and trauma informed practice. | Develop interdisciplinary Learning through enquiry approaches and innovative curriculum design. (SLC offer)   |
| 3.                 | Development of play pedagogy in our infant class linking to South Lanarkshire's Skills Framework.                                            | Improve digital literacy across our school community.             | Further extend digital skills across our school community and evaluate use of South Lanarkshire ICT planners. |
| 4.                 |                                                                                                                                              | Implement the Circle Framework for Inclusion across school.       |                                                                                                               |

## Context of school

Braehead Primary School is a small non-denominational school in a rural area of Clydesdale in South Lanarkshire. The roll is 38 pupils over 2 classes. 13.9% of our pupils are in SIMD 1 or 2 or are entitled to free school meals.

In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall. There is very limited public transport available for the village of Braehead. The new school building was opened in 2009 and provides a bright, modern environment in which our children can learn and thrive.

We are part of the Lanark Learning Community and continue to share good practice with colleagues across the learning community. This year we continued our Learning Community aligned CAT sessions focusing on use of the Circle Framework to support inclusive practice and ensure the best learning environments for all our pupils. We work closely with our partner school, Carmichael primary and Lanark Grammar.

Our vision for Braehead Primary is to provide a positive and engaging learning environment which challenges and supports learners. Our school values are kindness, resilience, ambition, respect and confidence, we aim to promote these throughout our school community and the curriculum. In consultation with all stakeholders, we chose a motto for Braehead; we wanted this to be representative of the whole school community and reflect our aspirations for all the children in the school, we believe our motto, Small School - Big Ambition, does just that.

We have a very supportive Parent Council who play an integral role in school life. They support the school financially through fund raising and securing grants. All school activities are well supported by our family and community. As a small rural school we strive to find links within our community and make the best use of our local resources such as Braehead Moss which is a site of special scientific interest, The Village Hall, Braehead Lunch Club, and Leavenseat Trust.

We are very proud of our Eco flag, we also recently achieved Gold Reading Schools status and our Digital Schools award.

## Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1 Increase attainment in writing\_\_\_\_\_

| <p><b><u>NIF Priority (select from drop down menus)</u></b></p> <p>Improvement in achievement, particularly in literacy and numeracy.</p> <p><b><u>NIF Outcome</u></b></p> <p>Inclusive and relevant curriculum and assessment</p> <p>Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p>            | <p><b><u>SLC Priority (select from drop down menus)</u></b></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Choose an item.</p> | <p><b><u>SLC Stretch Aims</u></b></p> <p>ACEL Primary – literacy – P1, P4 &amp; P7 combined</p> <p>Choose an item.</p>                                                                                                                                                                                 | <p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b></p> <p>2.2 Curriculum</p> <p>3.2 Raising attainment and achievement</p> <p>Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Rationale for strategic priority                                                                                                                                                                                                                                                                                            | Outcome (Intended impact)                                                                                                                                                                   | Operational activity                                                                                                                                                                                                                                                                                   | Measures                                                                                                                                                                                                                                                                                      | School Lead                   |
| <p>Last year we focused on developing an improved writing programme based on Stephen Graham's PM writing. Staff have found CLPL sessions very useful and started to introduce approaches to their literacy planning. Initial lessons have been very successful and impactful for staff and pupils. This year we want to</p> | <p>Increased attainment in writing for targeted pupils.</p>                                                                                                                                 | <p>Teaching staff to introduce next 4 text types to classes;</p> <ul style="list-style-type: none"> <li>Description</li> <li>Recount</li> <li>Narrative</li> <li>Explanation</li> </ul> <p>Staff to moderate writing with partner schools 3 times across academic session (Sept, Dec, March, Jun).</p> | <p>Writing assessment results and examples</p> <p>Pupil feedback</p> <p>Parental feedback</p> <p>Moderation records</p> <p>Reading book audit</p>                                                                                                                                             | <p>Lit co-ord,</p> <p>PTs</p> |

| <p>continue to rollout the PM writing programme and to maintain the enthusiasm and momentum created in the last academic session. As part of the roll out we will be sharing approaches with parents and emphasising the link between writing and reading by updating our early stage reading books and class/school libraries.</p> | <p>Increased staff confidence in delivering writing programme.</p> <p>Strengthened links with other schools using PM writing</p> | <p>Ensure early level readers are current and matched to phonics teaching programme (Aug/Sept)</p> <p>Publish a class or school book with shared focus (by January 2026)</p> <p>Create opportunities for children to share writing in a range of formats and to a range of audiences (throughout year).</p> <p>Staff to evaluate and feedback to colleagues their experience of implementing programme and any future amendments/developments at termly moderation sessions (Sept, Dec, March, Jun)</p> <p>Literacy Co-ordinator to further develop links with Glengowan Primary and writing focus group via development officer.</p> <p>Rigside and Leadhills to be invited to participate in moderation sessions</p> | <p>Published book</p> <p>Class or school book shared with community.</p> <p>Use of school sways, online book club, parent showcases.</p> <p>Minutes from CAT/Moderation sessions</p> |                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress and Impact                                                                                                                                                                                                                                                                                                                 |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                      | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda                                                                    |
| <p><b>Increased attainment in writing for targeted pupils.</b></p> <ul style="list-style-type: none"> <li>There has been an increase of 3.4% across the whole school of pupils achieving national standards for writing since August 2025 taking the school percentage to 76.5 %.</li> </ul>                                        |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                      | <p><i>Continue to focus on targeted pupils, review staged intervention approaches, monitor progress and work with partner agencies where appropriate.</i></p> |

- There has also been an increase of 12% for our P1,4 &7 writing data with an overall percentage of 94.4%. While we celebrate these results, in the small schools we are always very aware of the fact that our small numbers can skew statistics, and it is important to fully understand the whole context.
- Most classes have either maintained or had a small increase in attainment for writing.
- Of the pupils who have not achieved national standard, 81% have additional support needs and are on staged intervention, 45% have an LCPPT.
- Of our equity pupils who are not achieving national standard, 75% have additional support needs and are on staged intervention.

### **Pupil Feedback**

Pupils have got used to the structure of PM writing and have grown in confidence when formulating pieces of writing. They are proud of their writing and can see an improvement in their own work. Staff notice that pupils are starting to plan using the PM structure naturally and have already decided on keywords even before they have discussed it with them.

### **Parental Feedback**

Writing examples were shared through our school sways and on notice boards for parents' nights and other school events. Information about the new writing process was also shared with them, however, we would like to deliver a more detailed curriculum session with parents in September/ October

### **Moderation**

Our moderation sessions have been impacted by staff absences and clashing dates outwith our control. Being such a small school, just one person missing impacts on any meaningful moderation activity. For next session we will explore the possibility of working with local schools so that one person being off doesn't have such an impact. Another solution would be to agree a 'week beginning' approach for the working time agreement giving a degree of flexibility for staff to choose a day that suits better.

*Create opportunities for pupils to share their written work through class workshops, displays, online meet-ups and their own publications.*

*Planned curriculum session  
September/October*

*Plan moderation activity with local schools*

### Increased Staff Confidence

Staff have not yet completed all writing types and so require more time to embed all text types. Staff have all seen a positive impact in their classrooms and shared their experiences and concerns through a CAT session, below are some of the reflections on their experience so far.

- Staff noted a definite improvement in the structure of pupils' writing which was evidenced in their writing jotters and daily writing.
- Staff realised that too much time had previously been spent on narrative writing.
- Staff emphasised how important it was to build up vocabulary before writing activities.
- Assessment materials may need to be adapted.
- Some felt overwhelmed by organising resources to cover 3 or 4 stages in one class (and two levels) and found that working with a 4/5 group and a 6/7 group was much more manageable.
- New reading books have been purchased to link better to phonics programme.
- Staff have been getting used to the new infant reading planners
- We agreed that each teacher would teach the 9 types of writing over a two-year cycle and that teachers would have autonomy to decide which order to do them in depending on their class contexts.
- It has been difficult for our literacy coordinator to support as much as she would like across both schools so we will have a literacy lead in both schools who will work together.
- Agreed to sign up for the SLC Improving our Improving Our Writing offer.

### Strengthened Links with Other Schools

We have strengthened links informally with other schools but as mentioned our planned moderation activities did not go ahead. We have arranged to visit Rigside Primary to explore and discuss their PM writing resources and are keen to work together over the next year.

*Complete two-year cycle ensuring all staff have taught all nine types of writing.*

*Identify appropriate resources to be bought to support PM writing.*

*Agree second literacy lead to ensure more immediate support across both schools*

*Sign up for SLC Improving our schools offer*

*Continue to work with Rigside and other multi-composite schools that are also doing improving our writing.*

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 2 \_Develop Interdisciplinary Learning\_\_\_\_\_

| <p><b><u>NIF Priority (select from drop down menus)</u></b></p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><b><u>NIF Outcome</u></b></p> <p>Globally respected, empowered, responsive education system; leadership, accountability, improvement</p> <p>Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p> | <p><b><u>SLC Priority (select from drop down menus)</u></b></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Support children and young people to develop their skills for learning, life and work</p> | <p><b><u>SLC Stretch Aims</u></b></p> <p>ACEL Primary – literacy – P1, P4 &amp; P7 combined</p> <p><u>Choose an item.</u></p>                                                                                                                   | <p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b></p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.3 Increasing creativity and employability</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <p><b>Rationale for strategic priority</b></p>                                                                                                                                                                                                                                                                                                                                                 | <p><b>Outcome (Intended impact)</b></p>                                                                                                                                                                                                                           | <p><b>Operational activity</b></p>                                                                                                                                                                                                              | <p><b>Measures</b></p>                                                                                                                                                                                                                                                                                                             | <p><b>School Lead</b></p> |
| <p>Learner engagement for most pupils has improved due to the introduction of pupil leadership groups last session. These sessions have highlighted the impact of pupil voice on learning. We now wish</p>                                                                                                                                                                                     | <p>By September 2025 staff will have reflected on current approaches to IDL identifying strengths and areas to be developed.</p>                                                                                                                                  | <p><u>August – October 2025</u></p> <ul style="list-style-type: none"> <li>SLT attendance at leadership CLPL and whole staff attendance at CLPL session 2 and 3.</li> <li>Review of current approaches to IDL during these sessions:</li> </ul> | <p>SWOT related to school's current IDL position.</p> <p>Baseline staff confidence survey.</p> <p>Results of Leuven scale of engagement focus group.</p>                                                                                                                                                                           | <p>HT, CTs</p>            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>to consider the use of pupil voice to drive interdisciplinary learning projects within the school. We will explore inquiry based learning approaches as a means to increasing pace, challenge, and engagement. We already have a strong focus on whole school interdisciplinary projects drawing on our previous work on pupil voice, SLC skills framework and a commitment to learning for sustainability. We are keen to take a more strategic approach to IDL to ensure it is embedded in our curriculum offer.</p> | <p>By December almost all staff will have increased teacher knowledge of the inquiry-based Learning Cycle and forming 'Big Questions'.</p> <p>By February all staff will pilot an inquiry project, this will result in most learners being more engaged in learning activities in class.</p> <p>By February almost all learners will be able to discuss the inquiry cycle and relate inquiry classwork to this approach.</p> <p>My March retrospective planning tools will be used to capture Es and Os covered during the pilot inquiry projects. Staff will work collaboratively to consider next steps.</p> | <p>staff to complete SWOT analysis tool.</p> <ul style="list-style-type: none"> <li>Staff to complete a teacher confidence survey.</li> </ul> <p><u>October – December 2025</u></p> <ul style="list-style-type: none"> <li>Staff attend CLPL session 4 and 5.</li> <li>Staff review possible approaches to inquiry and select the approach to pilot in January.</li> <li>Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards.</li> </ul> <p><u>Jan-April</u></p> <ul style="list-style-type: none"> <li>All classes undertake an inquiry-based learning project.</li> <li>Learning for this project is displayed in class using the inquiry cycle.</li> <li>Peer visits of inquiry lessons</li> <li>Pupil Leuven scale completed for a focus group of children in each class.</li> <li>Retrospective planning/tracking completed, highlighting coverage of Es and Os and skills from the SLC framework.</li> </ul> | <p>Staff planning materials and professional dialogue related to planning.</p> <p>Class visits and professional dialogue.</p> <p>Evaluation of planning/tracking material.</p> <p>Results of Leuven scale of engagement focus group.</p> <p>Results from staff confidence survey.</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



discussed with pupils and suggested in the criteria, but it is clear that pupils have benefitted from the experience of regularly being part of a group presentation and have developed skills and confidence to give their own solo presentations as part of our listening and talking programme.

### **Planning and Collaboration**

Staff worked collaboratively to select topics for Big Question Days, the whole school were split into skills groups comprising pupils from all stages, while staff were aware of the risk of younger pupils being on the margins and are monitoring this closely, it added an extra skill expectation for the older pupils to ensure everyone was involved.

Initially theme weeks, such as, Maths Week, Black History Week, and Chinese New Year were used as a context ensuring pupils had a shared but differentiated foundation of learning before introducing the SLC inquiry cycle planning materials which were completed by the children.

As staff and pupil confidence grew in the inquiry cycle model, staff planned around differentiated class novels with a common theme of world travel (Around the World in 80 Days & The Girl Who Raced the World). Staff used India as the focus for the next Big Question Day, which was also the focus of our Peer School Review. In response to previous sessions, staff introduced a Google form for children to record the skills that they had used or developed for each Big Question Day, staff also introduced a tracker of the types of presentations used by the groups to ensure they were not always relying on the same skill set that they were comfortable with and were employing a range of skills over time. Staff also linked experiences and outcomes covered through standard planning for the theme weeks/ class novels.

### **Reflection and Next Steps**

#### **Peer Review Observations**

- Children were able to discuss topic in some depth due to knowledge from class texts.
- Strong evidence of skills framework throughout.
- Strong evidence of pupil voice.
- Children were very enthusiastic and engaged. Older pupils did lovely job of supporting younger pupils.

*Continue with new skills groups for next session.*

*Pupils to Create own Skills Cards*

*Link to Meta Skills? Meta Skills Land (Skills Development Scotland)*

*Incorporate Pupil Suggestions for Future Big Question Days? (Pupil Voice?) What can P7s lead*

*Evaluate Inquiry Cycle Planning tools being used.*

**\*\*\*\* CIC\*\*\*\***

- Planning format had been adapted and a tracking sheet developed to ensure a range of skills were being covered.

### **Peer Review Recommendations/Next Steps**

- Starting to think about developing presentation skills further, e.g. thinking about timing, audience participation.
- Having an invited audience.
- Introducing deeper research skills and critical thinking – beyond copy and pasting.
- Developing a method of peer assessment?
- Access to a resource area with items they might use in presentations, to inspire the creative process. Noted that there are some issues around space and unlike other schools could not have a dedicated resource area set up all the time because most spaces are dual purpose.

### **Staff Reflections**

All staff demonstrated an increase in confidence through the staff confidence questionnaires and professional dialogue with their colleagues and peers from our peer review schools.

Staff and pupils have enjoyed the challenge of developing practice around Inquiry Based Learning; they have been impressed by the range of topics children have explored through the Big Question Days. Importantly, they are starting to notice an increase in pupil confidence, and transfer of skills to other curricular areas which they believe is as a result of Big Question Days and inquiry-based learning experiences.

Staff were delighted by feedback through the Peer School Review process and shared materials and examples with the SLC lead on Inquiry Based Learning which have subsequently been discussed with the national group.

*Further develop critical thinking skills linking into on-going ICT curriculum.*

*Explore a model for constructive peer assessment.*

*Share progress with inquiry-based learning with parents and carers.*

*Adapt inquiry based approaches to Curriculum improvement Cycle as materials become available.*

## Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3 Further develop digital literacy across the school community\_\_\_\_\_

| <b><u>NIF Priority (select from drop down menus)</u></b><br>Improvement in skills and sustained, positive school-leaver destinations for all young people<br><b><u>NIF Outcome</u></b><br>Enhanced digital LTA; tackling digital inequality<br>Choose an item.                               | <b><u>SLC Priority (select from drop down menus)</u></b><br>Support children and young people to develop their skills for learning, life and work<br><br>Choose an item. | <b><u>SLC Stretch Aims</u></b><br>ACEL Primary – literacy – P1, P4 & P7 combined<br>Choose an item.                                                                                                                                                                                                                                                                                                                                  | <b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br>1.2 Leadership of learning<br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability<br><b><u>HGIOELC QIs (select from drop down menus)</u></b><br>Choose an item.<br>Choose an item.<br>Choose an item. |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Rationale for strategic priority</b>                                                                                                                                                                                                                                                      | <b>Outcome (Intended impact)</b>                                                                                                                                         | <b>Operational activity</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Measures</b>                                                                                                                                                                                                                                                                                    | <b>School Lead</b> |
| Our focus on digital literacy this year has seen a marked improvement in staff knowledge, skills, and confidence using ICT. This is starting to be reflected in learning and teaching but is inconsistent. We will fully implement the SLC ICT planners to ensure consistency across stages. | To embed high quality teaching and learning experiences with a focus on digital literacy.                                                                                | All staff implement SLC digital planners with support from ICT co-ordinators starting from term 1.<br><br>On-going CLPL (teaching & support staff)<br>Areas identified through staff survey for further input are <ul style="list-style-type: none"> <li>• AI</li> <li>• Read&amp;Write</li> <li>• Coding</li> </ul> Google Digital Learning Festival – ICTC<br><br>Evaluate impact of staff training on staff and pupils (May 2026) | Forward Plan discussions and feedback<br><br>Staff evaluations of training<br><br>Pupil evaluation of ICT activities                                                                                                                                                                               | <i>ICTCs</i>       |

| <p>We want to ensure that our use of ICT is sustainable so an audit and long term plan to maintain/update ICT equipment will be developed.</p> <p>We want our use of ICT to extend beyond specific ICT learning and teaching sessions and be pro-active in creating opportunities in other curricular areas, particularly when developing our use of IDL.</p> | <p>To increase the application of digital skills through interdisciplinary learning.</p> <p>Pupils recognise and demonstrate a range of digital skills for learning, life, and work</p> <p>Children understand their rights and responsibilities as digital citizens</p> <p>Increased family engagement with digital technologies.</p> | <p>Staff to complete SLC Inquire to Inspire training (Aug – October 2025)<br/>Staff to be pro-active in using digital technology across the curriculum</p> <p>Staff to make explicit links to SLC skills framework</p> <p>Teaching of skills through class lessons, learning intentions, success criteria, assemblies.</p> <p>Opportunities for pupils to identify and demonstrate skills to peers, staff and wider school community (showcase March 2026).</p> <p>Pupils participate in Internet safety week activities, linking with other schools on-line (March 2026)</p> <p>Pupils explore rights and responsibilities of digital citizens linking with SLC Making Rights Real programme</p> <p>Offer Curriculum session on digital technologies (September 2025)</p> <p>Invite Read&amp;Write Roadshow for parents</p> | <p>Professional dialogue through formal and informal CLPL sessions and Peer school review process.<br/>Forward plan discussions</p> <p>Skills referenced in LI/SC/Assemblies</p> <p>Classroom observations<br/>Forward plan discussions</p> <p>Showcase for parents and carers<br/>Peer School review visit and observations</p> <p>Achieve digital wellbeing award</p> <p>Engagement in showcase<br/>Attendance at Read&amp;Write showcase<br/>Parental evaluation/survey</p> |                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Progress and Impact                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda |
| Embed High Quality Digital Learning and Teaching Experiences                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All staff are using the SLC Digital planners with support from ICTC, staff are aware that the nature of ICT means that planners are likely to become obsolete quite quickly and so it is important to be aware of updates to planners.</p> <p>Time was given for all staff – teaching and support to engage in individualised ICT CLPL, organised and supported by ICTC covering areas such as AI, Read&amp;Write and coding. Staff also had input from Education Scotland on the importance of cyber resilience and internet safety. ICTC also attended the Google digital learning festival and fed back to staff on tools that would be useful in classrooms. Staff evaluations of the ICT training opportunities and support were very positive, with all staff reporting that they found it useful and felt more confident in the areas they had identified they wanted to develop. Within the evaluation they also identified future areas for input or suggestions to support each other as a staff team in this constantly evolving area.</p> <p><b>Application of digital Skills through IDL</b></p> <p>Pupils have demonstrated digital skills acquired in class during our ‘Big Question Days’, using PowerPoints, Adobe, coding and podcasts to present their findings to staff and peers. We were a focus school for Peer School Review this session and it was noted by our peer reviewers that children were highly motivated and confident using available digital technology.</p> <p><b>Pupils demonstrate a Range of Digital Skills for Learning, Life and Work</b></p> <p>During this session pupils have developed a range of skills, in particular, coding, Adobe and podcasting. They participated in a joint digital day with Carmichael working on digital projects with our partner school. Pupil evaluations were very positive, particularly in relation to coding. As a result our ICTC ran a coding club.</p> <p><b>Children Understand their Rights and Responsibilities as Digital Citizens</b></p> <p>During digital schools week and internet safety week pupils engaged in lessons around important safety messages about safe use of digital technology. They discussed digital wellbeing and their own acceptable use policy and were able to identify ways to get help or respond to anything online that makes them feel uncomfortable. Pupils also designed an Internet Safety Thinglink which they shared with another local primary.</p> <p><b>Increased Family Engagement with Digital Technologies.</b></p> <p>Our ICTC was available at parents' night to discuss safety issues around online usage and information and links were sent home through the newsletter and school sway. They also offered individual sessions as required to support parents and carers with any issues around digital technology, e.g accessing Google Classroom or advice about safety measures for children using devices at home.</p> | <p><i>On-going individualised CLPL discussed with ICTC</i></p> <p><i>ICTC to have regular input to CAT sessions about important updates.</i></p> <p><i>On-going development of digital skills through Inquiry Based Learning</i></p> <p><i>Continue to foster opportunities for creativity and digital skills development, staff to keep abreast of Curriculum Improvement Cycle developments.</i></p> <p><i>On-going links and information sharing for families, particularly as the political and legislative climate changes in relation to</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A padlet has been developed and is available for parents on our website with resources and links to support safe internet usage.</p> <p>We did not manage to hold a Read&amp;Write showcase for parents but will carry this on to next session. Further development of Read&amp;Write will support our priorities for improving attainment in writing and meeting the needs of all learners through the Circle Framework.</p> <p>Family engagement in internet safety can be a sensitive subject for a number of reasons, we plan to involve parents and pupils in the development of a school on-screen policy, taking account of current research and national guidelines.</p> <p><b>Digital Wellbeing Award</b></p> <p>Evidence has been collated and been sent to <span style="color: red;">????</span> For assessment for our Digital Wellbeing Award</p> <p>Our school also won a local environmental award this year – The Levensat Acorn Award, for our ICT and Outdoor Learning Project. Pupils designed activity boxes based on ‘The Room on the Broom’ by Julia Donaldson. The boxes were placed around our woodland and parents and carers were invited to join us for our interactive walk in the woods to complete activities using QR codes. Feedback from pupils and parents was extremely positive and the community asked if we would make them available outwith school hours as part of their Autumn/Halloween community activities.</p> | <p><i>screen/phone use and access to social media.</i></p> <p><i>Curriculum session with content about Read&amp;write and how we use it to support our learners.</i></p> <p><i>Achieve Digital wellbeing award and implement any recommendations.</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 4 - Lanark Learning Community Focus

| <b><u>NIF Priority (select from drop down menus)</u></b><br>Improvement in achievement, particularly in literacy and numeracy.<br><b><u>NIF Outcome</u></b><br>Inclusive and relevant curriculum and assessment<br>Choose an item.                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>SLC Priority (select from drop down menus)</u></b><br>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy<br>Choose an item.                                                                                                                                               | <b><u>SLC Stretch Aims</u></b><br>ACEL Primary – numeracy – P1, P4 & P7 combined<br>ACEL Primary – literacy – P1, P4 & P7 combined                                                                                                                                                                                                                                                                                                                                                           | <b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement<br><b><u>HGIOELC QIs (select from drop down menus)</u></b><br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>3.2 Securing children's progress                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rationale for strategic priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Outcome (Intended impact)                                                                                                                                                                                                                                                                                                  | Operational activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Measures                                                                                                                                                                                                                                                                                                                                                                                              |
| Ongoing dialogue between schools has identified shared challenges, particularly during pupil transitions, highlighting areas needing targeted support and intervention. The structure is informed by Learning Communities (LC) models previously successful in promoting school collaboration. Schools have expressed common improvement priorities in <b>Numeracy, Science, Digital Technologies, and Writing</b> —with SLC prioritising Learning, Teaching & Assessment as an area of focus. Data reveals that those 'close' to achieving expected levels—are a focus for equity-related strategies. Emphasis on professional | <ul style="list-style-type: none"> <li>• Improved moderation practices across CfE levels and establishments.</li> <li>• Teaching staff and practitioners will have improved shared standards across the LC.</li> <li>• Focused work on shared priorities leading to measurable improvement in pupil attainment.</li> </ul> | <b>Collaborative Sessions:</b> <ul style="list-style-type: none"> <li>• 22 October 25: Set purpose, expectations, form groups, go through LTA cycle, identify group to target.</li> <li>• 21 January 26: Share evidence, discuss in groups, agree next steps.</li> <li>• 29 April 26: Review evidence after implementing changes, evaluate impact.</li> </ul> <b>Secondary:</b> <ul style="list-style-type: none"> <li>• LGS to represent all curricular areas at above sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance and engagement in collaborative sessions.</li> <li>• Evidence of moderated improvements.</li> <li>• Impact on attainment for targeted groups (especially 'nearly there' achievers).</li> <li>• Improved transition feedback and data.</li> <li>• Increased practitioner confidence and consistency in use of tracking/attainment data.</li> </ul> |

| collaboration fosters consistency, peer learning, and shared accountability across sectors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Enhanced transitions and targeted support for identified learners.</li> </ul> | <b>Early Years:</b> <ul style="list-style-type: none"> <li>DHTs to take lead where possible.</li> <li>10 November 25 In-service Day collaboration and coordinated scheduling within EY establishments.</li> </ul> |                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress and Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                                                                                                   | Next Step(s) and rationale to inform LCSIP for 2026/2027                                                                                                                                                                                           |
| <p>96% of those engaging in our collaborative sessions reported an improved understanding of the moderation process.</p> <p>100% stated that they felt more confident about shared standards for the curricular area and the level that they were focussing on.</p> <p>94% reported that they felt that the group moderation tasks had a positive impact on the attainment of the targeted pupils in their class.</p> <p>All staff who had a focus on transition as part of their collaborative group said they felt they now had a better understanding of the issues around transition and how data supports successful transition.</p> <p>98% of teachers stated that collegiate activities during the sessions had a positive impact on their classroom practice.</p> <p>Staff feedback endorsed the above:</p> <p>“Having Lanark Grammar involved in the Learning Community meetings was beneficial. This allowed for discussion around transition and use of effective strategies in numeracy”.</p> <p>“Made me more aware of the issues that Google Classroom has in terms of saving to specific locations. High School uses MS and primary tends to use Google and HS also use desktops. Need to teach that skills are transferable”.</p> <p>“I have gained a better understanding of what is expected at secondary level and what activities are undertaken in a “specialist” science environment. This has given ideas to help engage learners more”.</p> |                                                                                                                      |                                                                                                                                                                                                                   | <p>Although there was a focus on measurable improvement, for the following session we would like a greater emphasis on this.</p> <p>Looking forward, staff will identify learners who require support to attain the nationally expected level,</p> |

|                                                                                                                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <i>"It has helped me to develop children's voice in feedback of their writing. It has allowed me to ensure that my writing provision matches other schools in the community".</i> | <i>in Literacy and Numeracy, both in subject areas and across the curriculum.</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|

## PEF Improvement Planning and Standards and Quality Reporting for 2025/26

Allocation: £1225.00

| <p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 &amp; P7 combined</p> <p style="text-align: center;">Cost of the School Day</p> <p style="text-align: center;">Choose an item.</p> |                              |                                                       |                                                                                                                                                                                                                  |                                                   |                        |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|---------------------------|
| Rationale for PEF / PB Spend                                                                                                                                                                                                                                  | Allocation of PEF / PB spend | Outcome (Intended impact)                             | Operational activity                                                                                                                                                                                             | Measures                                          | Mid year review<br>RAG | End of year review<br>RAG |
| To be agreed in October through PB process.                                                                                                                                                                                                                   | £122.50                      | After school club                                     | Link with Active Schools to deliver a club for all pupils                                                                                                                                                        | Active Schools records                            |                        |                           |
| <b>Reading Books</b><br>As part of last year's SQIP we evaluated and updated our writing programme. This led to an audit and update of our current reading books. We have purchased new books for early level pupils through PEF (carry forward) and          | £1350                        | Improvement in Reading and writing attainment levels. | Books to be ordered and organised across both schools – partner school are also investing in updating reading books.<br>New reading books to be used across early and first level, linking to phonics programme. | Assessment information<br>Pupil/parental feedback |                        |                           |

|                                                                                                                                                                                                                                                                                             |      |                                                            |                                                                                                                                                        |                        |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--|--|
| parent council fundraising. This year we want to update our first level readers and have allocated £500 towards this.                                                                                                                                                                       |      |                                                            |                                                                                                                                                        |                        |  |  |
| <b>Online Literacy Subscription</b><br>Many of our pupils are using IDL Literacy we will invest in the subscription to continue with this intervention.                                                                                                                                     | £250 | Improvement in attainment.                                 | Online supscription to be used in classes with identified children.                                                                                    | Assessment information |  |  |
| <b>Transport</b><br>One of our main equity issues is access and opportunities for our pupils because we are in a rural area with no shops, services or transport infrastructure. It is vitally important that our children access sporting and cultural activities outwith their community. | £500 | Pupil participation in local cultural and sporting events. | Pupils to vote on active schools events that they would like to participate in.<br><br>Buses to be booked for Active school event and pantomime visit. | Pupil feedback.        |  |  |

|                                                                                                                                                                                                                                                                                                                     |                                              |  |                                                                                                                                                                                                             |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Firstly, to enjoy the activities in themselves but also to build networks with pupils from other schools as part of on-going transition preparation. £500 will be allocated to transport costs to support these events.                                                                                             |                                              |  |                                                                                                                                                                                                             |  |  |  |
|                                                                                                                                                                                                                                                                                                                     |                                              |  |                                                                                                                                                                                                             |  |  |  |
|                                                                                                                                                                                                                                                                                                                     |                                              |  |                                                                                                                                                                                                             |  |  |  |
|                                                                                                                                                                                                                                                                                                                     | TOTAL SPEND (incl carry forward)<br>£2222.50 |  |                                                                                                                                                                                                             |  |  |  |
| <b>Progress and Impact</b>                                                                                                                                                                                                                                                                                          |                                              |  | <b>Next Step(s) and rationale to inform PEF spend session 2026/2027.</b>                                                                                                                                    |  |  |  |
| <p><i>Reading Books</i></p> <p><i>Books were purchased to start updating our first and second level reading books and novels.</i></p> <p><i>Online literacy subscription</i></p> <p><i>We currently have 16 Targeted pupils who are accessing IDL to improve their literacy skills.</i></p> <p><i>Transport</i></p> |                                              |  | <p><i>Continue to update our first and second level readers and novels and look to expand our readers for older pupils with literacy difficulties.</i></p> <p><i>Continue with online subscription.</i></p> |  |  |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p><i>We used PEF funding to allow our P6&amp;7 pupils to attend the Biggar Rugby Club Tournament for Clydesdale schools. As well as the benefits of participating in the tournament in terms of skills development and confidence, it also provided a valuable additional transition experience because we mixed up the teams from Braehead and our partner school Carmichael.</i></p> <p><i>We also used some of the PEF money to offset some of the cost of transport for our swimming block for P4&amp;5 pupils</i></p> | <p><i>Discuss sporting or cultural options with pupils for next year.</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

## Maintenance Agenda

| Key actions                                                                                                                             | Relevant stakeholder involvement | Timeline for completion |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|
| Continue to work on Attachment Informed and Trauma Sensitive Accreditation, achieving at least one additional pledge by May 2026.       | <i>Achieved</i>                  | <i>May 2026</i>         |
| Develop use and interpretation of GWMP to accurately reflect context and ensure understanding of young people.                          | On-going                         |                         |
| Progress with audit and relevant action in relation to Making Rights Real programme (having transferred from Rights Respecting Schools) | On-going                         |                         |
|                                                                                                                                         |                                  |                         |