**Strategic Improvement Priorities over 3 year cycle Timescale: 2025-2028**

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| Strategic Priority | Year 1 | Year 2 | Year 3 |
| 1. | Embark on “Improving Our Writing” approach across the school. Selected areas to be targeted each term across the school. Build capacity and confidence in staff and learners. | Use the IOW audit tools to consider further areas for development following the 3 Sprint approach and using Trio’s to continuing building capacity. | Review curriculum offer for writing across all stages in line with raised expectations in teaching, learning and assessment. Ensure pace and challenge are appropriate. |
| 2. | Develop a pro-active approach to ensuring inclusion and equality are central to the whole school approach and class practice. | Expand on work on inclusive practice to link to the SLC skills framework. The framework will be used to identify diverse needs of students and be used to foster a supportive and equitable environment. | Further develop work with the Skills Framework to embed this into planning and review how opportunities are provided for learners and how they recorded. |
| 3. | Develop a coherent play strategy and policy for use in infant classes with increased clarity on how this is delivered and evaluated. | Begin to extend play approaches across P2 and P3 with an increased focus on skills and creativity in all stages. | Consolidate work on inquiry based learning using the South Lanarkshire Inquire to Inspire pack to develop. This will be used to support curriculum innovation. |

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| **Excellence Over Time Charts | Stage: P147 | 2016/17 - 2023/24** |
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**Performance Data - Achievement of Curriculum for Excellence Levels (2023/24)**

**Data - Excellence**

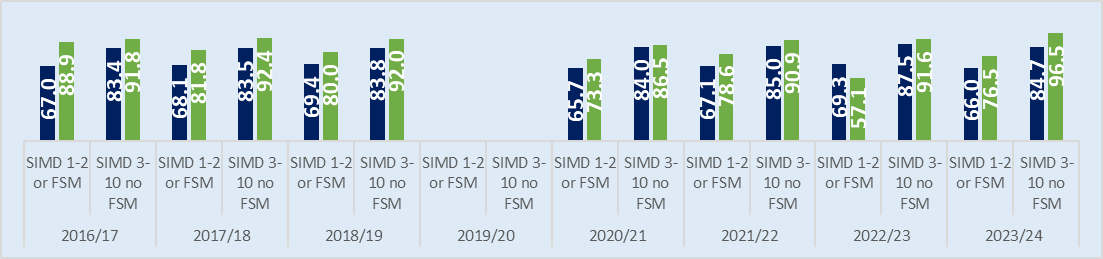
**Numeracy**

**Literacy**

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| **Equity (Local) Over Time Charts | Stage: P147 | 2016/17 - 2023/24** |
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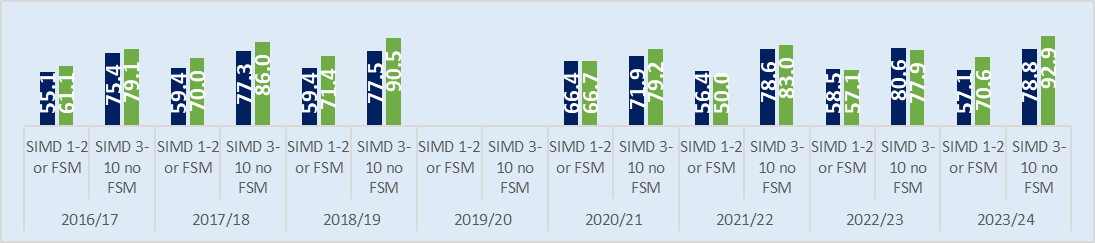
**Performance Data - Equity (Local)**





**Numeracy**

**Equity over time**



**Literacy**

**Section below is for internal use only**

**School Profile**

**Contextual Data**

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| **Equity (Local) Gap Over Time Charts | Stage: P147 | 2016/17 - 2023/24** |
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Numeracy

Literacy

Context of School

St. Bride’s Primary School is a co-educational establishment in Bothwell. The local area is a mix of social and private housing that is continuing to grow. St Bride’s has a predicted role of 254 pupils in the school, split across ten classes. We have a nursery for children aged between 3 and 5 years old with a capacity of 56 children. The nursery has well-resourced indoor and outdoor spaces and all nursery pupils have access to areas in the school including the library, gym hall and MUGA. All classes in the school have a C-touch and a combination of laptops, chromebooks and I-pads to support digital learning. We have an indoor gym hall as well as an outdoor MUGA. Classes are timetabled for one hour of indoor and one hour of outdoor physical education each week. Over the last few years there have been between twenty-five and 30 children with free meal entitlement.

St. Bride’s was last inspected by HMiE in February of 2019 receiving a grade of Good for the QI 2.3 (Learning, Teaching and Assessment) in both the school and nursery and a grade of Very Good for QI 3.2 (Raising Attainment and achievement) in the school and a Very Good for QI 3.2 (Securing Children’s Progress) in the nursery. This report endorsed the warm and welcoming ethos of the school and the commitment and dedication of the staff. We continue to address the areas for improvement that were highlighted in the report through our improvement agenda.

St. Bride’s is a Catholic school and Faith is central to the ethos and values of the school. Religious Education takes place for 2.5 hours a week and the staff and pupils work with our school Chaplain, Fr. Colin Hughes, to support this. We aim to make school a happy environment where all children thrive and develop socially, emotionally, academically and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success.

In 2021/2022 we consulted with pupils and parents to revise our school values and vision. Our values are Faith, Respect, Ambition, Kindness and Inclusiveness. Our Vision is to build a community that promotes Gospel Values in a supportive and inclusive environment where all learners strive for success and develop new skills with confidence.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

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| **NIF Priority (select from drop down menus)**  **Priority 1: Improving Our Writing**  Closing the attainment gap between the most and least disadvantaged children and young people  **NIF Outcome**  Globally respected, empowered, responsive education system; leadership, accountability, improvement  Staff and SLT driving excellent LTA skills, esp. for learners with ASN | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  **Support children and young people to develop their skills for learning, life and work** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the IOW programme.  The overall attainment data has dipped with attainment in writing across the school sitting at 86.9%. Data shows that P4 and P6 cohorts have 70% attainment in writing.  However these cohorts also have 43.8% and 45% ASN respectively. This requires targeted and specific support which can be provided by IOW. | By October 2025, a rigorous self -evaluation process will result in a clear focus for our writing improvement October 2025- May 2026.  By December 2025, almost all staff will have implemented changes to planning approaches and routines in the teaching of one IOW element.  By April 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in almost all learners’ self-concept and motivation in writing.  By May 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in most learners’ achievement in writing in relation to the three identified IOW elements as evidence in the whole school Fact, Story, Action overview  By May 2026, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of writing in the three identified writing elements, as evidenced in the baseline whole school Fact, Story, Action overview. | August-Oct 2025   * IOW introductory CLPL sessions on the IOW programme and short webinar CLPL sessions on the 15 writing elements. * Staff complete pre- IOW Professional Learning confidence survey. * Pupil work audit * Learner writing motivation surveys * Teaching staff and SLT to complete Fact, Story, Action for writing for each class. (including evaluation of pupil work)   October- December 2025   * Implementation of identified sprint (4 Week Period x2) * Professional dialogue around implementation * Assessment of pupil work   January- May 2026   * Teaching staff continue to plan and deliver IOW lessons, ensuring feedback leading to improvement. * Trio Observations of IOW lessons. * Teaching staff provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces. * Ongoing learning, teaching and assessment of pupil work. * Teachers’ professional judgements of pupil achievement in writing. * Staff complete post- IOW Professional Learning confidence survey * Analysis of staff pre and post confidence surveys | Whole school Fact Story Action overview  Professional dialogue records – what’s working well, even better if.  Samples of learners’ work to demonstrate where routines are working well for learners and where impact could be greater.  Evidence of feedback leading to improvement  Teachers’ evaluation of implementation records and pupil engagement and success with IOW lessons.  Records of professional dialogue around implementation gathered through trio observations.  Teachers’ planning of extended writing pieces incorporating IOW elements.  Pupil assessments of extended pieces, including application of learning from IOW elements.  Analysis of ACEL Data / CfE benchmark audit.  Evaluation of changes in staff pre and post confidence surveys | |  |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda** | |
| *What difference did we see? What did we achieve? What does your data tell you?*  *Evidence collected to inform self-evaluation.*  *Include bullet points throughout the year on progress of the above.*  *Evaluative statement to be written at end of term as would be in your S&Q.* | | | | *Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.* | |

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2025/2026

Understanding diversity and building inclusive practice

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| **NIF Priority (select from drop down menus)**  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  School and ELC improvement  Choose an item. | **SLC Priority (select from drop down menus)**  **Ensure inclusion, equity and equality are at the heart of what we do**  **Improve Health and Wellbeing to enable children and families to flourish** | **SLC Stretch Aims**  **Attendance**  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  Choose an item.  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Children attending St. Brides Primary School come from diverse cultural, socio-economic, linguistic, and ability backgrounds. Embedding equalities and inclusion helps the school respond effectively to these varied needs, ensuring no child is disadvantaged or excluded.  Data has shown that attendance figures decline for children with additional support needs as they move from P1-P7.  Our observations indicated that chronic attendance issues are often related to anxiety and linked to other factors including ASN/FME/EAL.  A focus on understanding diversity for all will support how we plan and support all learners in a more pro-active way. | By October 2025 data to be used to identify gaps in attainment and attendance for different pupil groups (e.g., gender, ethnicity, additional support needs).  By October 2025 all staff will be aware of the diversity in their own classrooms and any gaps (if any) that are linked to their specific groups.  By November 2025 staff will adapt their class environment to ensure a more inclusive environment.  By November 2025 SLT will adapt whole school activities to ensure all pupils are fully represented and included.  By January 2026 latest data will be used to compare attendance/attainment for selected individuals and groups and note any improvements.  By June 2026, attendance and attainment for selected children can be graphed to evaluate and measure impact. | **August – December 2025**  Deliver staff training on equality, diversity, and inclusion to build awareness and confidence in addressing discrimination and bias.  All staff to access Learn Online modules for diversity and inclusion  Appoint an Inclusion and equalities Champion and co-ordinator to audit and review current practices.  **January – May 2026**  Inclusion Champion to consult with parents and pupils both in terms of highlighting areas of concerns and areas of strength.  Action plan to be created and shared with all staff.  Policy Statement to be updated. | Analysis of data from SSR, BGE and Focus platforms.  Pre and post learning evaluations by staff.  Use of Leuvens scale or similar to evaluate pupil engagement for selected groups.  Parent and Pupil questionnaires  Joint action planning  Completed documentation added to school website | |  |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2025/2026

Developing Play Pedagogy

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| **NIF Priority (select from drop down menus)**  Closing the attainment gap between the most and least disadvantaged children and young people  **NIF Outcome**  Globally respected, empowered, responsive education system; leadership, accountability, improvement  Staff and SLT driving excellent LTA skills, esp. for learners with ASN | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  **Support children and young people to develop their skills for learning, life and work** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  1.3 Leadership of change  2.3 Learning, teaching and assessment  **3.3 Increasing creativity and employability**  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | **School Lead** |
| Research indicates that play based learning approaches have a positive impact on learning outcomes for children (Education Endowment Foundation -Study)  We began our Play journey in August 2023 and it has been implemented in our Primary 1 classes with some success. With a change of staffing, we need to revisit our play approach and upskill current Early Level staff in this pedagogy. | By August 2025, school SLT will have an enhanced understanding of play pedagogy and will have developed an agreed vision for how this will look in our school context.  By September 2025, Primary 1 learning environments will be developed to incorporate three distinct zones: Creative, Discovery, and Social. Learners will be engaged and consulted throughout the design process.  By October 2025 planning for learning, teaching and assessment will reflect the teach, target, play approach.    Almost all learners will experience quality adult-led and adult-initiated activities whilst also having opportunities for child-led play.  By October, almost all pupils will make progress in literacy and numeracy from prior levels of attainment.  By January 2026 teachers will have increased confidence in observing learning through play and responsively planning to meet learner needs. This will lead to an increase in engagement for almost all learners.  By December 2025, almost all pupils will make progress in literacy and numeracy from prior levels of attainment.  By May 2026 learners will have opportunities to contribute ideas of how to improve the environment, including the development of the outdoor space.  By May 2026 the classroom environment will have evolved to reflect learners’ interests and needs.  By June, almost all pupils will make progress in literacy and numeracy from prior levels of attainment. | August – October 2025   * Revisit current vision and rationale of play pedagogy using Realising the Ambition and Being Me in SLC. * Lead teachers (2 x class teacher) Attend CLPL * Review current environment. * Complete an observation using the Leuven Scale of Engagement, identify areas where learners are most engaged and not engaged. * Consult learners and make changes where required. * Set up creative, social and discovery zones. * Complete play environment audit to identify further resources needed to ensure a wide range of play materials are available to support child-led learning. * Lead teachers Planning for LTA – Teach, Target, Play. * Review current LTA approach in class and identify changes required. Implement Teach, Target, Play approach. * Ongoing assessment of key literacy and numeracy learning   October 2025 – January 2026   * Observations and Documentation * Review current approach and implement meaningful observations alongside documentation. * Additional Visit from Development officer to support. * Lead teacher consider how to Move Play Forward * Lead teachers consider the variety of needs in class and how Play is adapted to meet those needs. Identify pupils who require adapted approach and implement differentiated activities. * Ongoing assessment of key literacy and numeracy learning   February - June 2026   * Teacher to use floor books as a planning tool with the children to document responsive, environmental play planning. Play provision in the classrooms will reflect responsive planning. * Ongoing assessment of key literacy and numeracy learning * *Share good practice with peers and opportunity to learn from others who have undertaken this play journey.* | A clear overview of our school’s rationale for our play vision, including reference to key national and local guidance, what we hope to achieve and timescales.  Initial continuous provision audit tool/classroom environment evaluation through self-reflection/ visits.  Analysis of completed Leuven Scale of Engagement documentation.  Review of continuous provision audit tool/classroom environment evaluation through self-reflection/ visits.  Teachers planning tools will reflect the teach, target, play approach in a chosen area of the curriculum.  Use of formative, summative and diagnostic assessment e.g. FLIPP materials, to monitor and track progress in learning and identify next steps.  Introduce Learning Journey observation template for 3 pupils per week to demonstrate play observations by class teacher in class, linked to the Leuven scale to measure engagement  DO/Lead teacher joint action planning  Use of formative, summative and diagnostic assessment e.g. PAST, LIST, materials, to monitor and track progress in learning and identify next steps.  Introduce Floor books to capture evidence of the extent to which pupil voice has contributed to development of the environment.  *Continue Learning Journey observation template for 3 pupils per week to demonstrate play observations by class teacher in class, linked to the Leuven scale to measure engagement.*  Use of formative, summative and diagnostic assessment e.g. SWRA, materials, to monitor and track progress in learning and identify next steps.  Review of our school’s Play Vision document, ascertaining the extent to which  Outcomes have been achieved, and agree next steps. | HT and P1 teachers |

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

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| **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **Attendance**  Choose an item. | | | | | | | |
| **Rationale for PEF / PB Spend** | **Allocation of PEF / PB spend** | **Outcome (Intended impact)** | | **Operational activity** | **Measures** | **Mid year review**  **RAG** | **End of year review**  **RAG** |
| The dip in writing attainment in specific cohorts will be targeted using a range of approaches based on the Fact, Story, Action and TIG groups. Specific interventions and small group will be carried out using Literacy Resources including Writing Legends and other interventions (IDL) etc | £ 4500 | Children in TIG groups will see an improvement in their writing attainment based on a comparative measure from baseline and final writing assessments.  All children on specific interventions such as IDL will see an increase from baseline assessments. | | All staff will engage in professional dialogue to produce Fact, story, Action information for all children.  Staff will be trained in new resources.  New support staff to be trained on Word Wasp etc | ACEL data |  |  |
| Being able to ensure that the work with TIG groups is carried our consistently should be prioritised by ensuring that staffing is available to provide targeted support to the groups as part of IOW. | £7753 | 3 specific areas from the Improving our Writing framework will be used to target specific areas across the school. Pre and post ACEL data will be used to measure impact. | | TIG groups will be identified through Fact, Story, Action work and a timetable of support generated to ensure that these groups have additional time and input. | Acel Data  Leuven’s Scale for engagement |  |  |
| Cost of the school day.  With poverty and financial demands increasing we have supported families with cost of trips, uniforms and resources.  This year we have a group of P7 children for residential and will subsidise this for all pupils but cover bus payments for all.  Buses for swimming and other sporting trips continue to increase and we will cover these to ensure equity of opportunity for all learners. | Estimated costs:  Residential  £1000  Uniform  £500  Buses  £2000  Family Support  £1000  Swimming  £1100 | Improve equity and equality  Ensure opportunities are afforded to all. | |  | Leuven Scale |  |  |
| Whilst attainment in numeracy continues to improve the data shows that the attainment gap in this area is greater than the SLC figure. Further investment in concrete materials and individual interventions be used to ensure that this gap does not widen. | £4175 | Close the poverty related attainment gap in numeracy across all stages. | | Data to be used to identify pupils where equity is a barrier to achievement in numeracy.  Staff to encourage the use of concrete materials including Numicon, or alternative interventions such as IDL for identified learners. | ACEL data |  |  |
| Rigorous self-evaluation identified that aspects of Technology and HWB were not being fully addressed by class teachers and that opportunities for skills development were being missed.  Learners identified that they enjoyed opportunities for meaningful practical work such as cooking and STEM related design. Investment in cooking and construction resources will support skills development and promote engagement in learners. | £5000 | All children will have the opportunity to engage in practical activities and develop skills. | | Staff will familiarise themselves with the skills framework. | Leuvens Scale |  |  |
|  | TOTAL SPEND (incl carry forward) £26000 |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2025/2026.** | | | | |
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**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
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| Reading Schools | Chloe McCormick | Jun 2026 |
| School Website update | Chloe McCormick | Ongoing |
| Eco Schools submission | Karen McCaffrey | December 2025 |
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