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

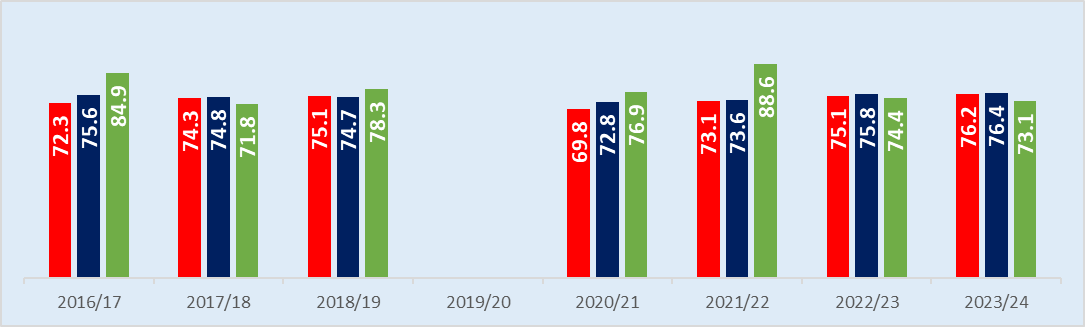
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| Strategic Priority | Year 1 | Year 2 | Year 3 |
| 1. |  |  | Developing Play Pedagogy and Approaches across all stages of our school  - Play in P1-P3  - Inquiry Based Learning in P4-7 |
| 2. |  |  | Nurture and Attachment  Do Be Mindful – staff wellbeing  -Further develop shared attachment approaches across our school |
| 3. |  |  | Developing in Faith Focus – further embed anti-racism approaches and inclusive environment. |
| 4. |  |  | Continue to build digital technology skills  Craft design, engineering and graphics.  Introduce food and textile technology, |

**Current Contextual and Excellence Summary All Stages. This will be replaced in August 2025.**

**Numeracy**



**Reading**



**Writing**

**Excellence over Time – P1, P4 and P7 Combined**



**Equity Gap– P1, P4 and P7 Combined**



**Equity Gap for SIMD 1-2 or FSM**



**Equity Gap for SIMD 3-10 no FSM**



**Context of school**

St Elizabeth’s is in the Eddlewood area of Hamilton and has a diverse catchment area with children attending from Eddlewood as well as Silvertonhill. We are a Catholic Primary School with a large Nursery Class feeding into Holy Cross High School and linking in with 9 other feeder primary schools.

Our SIMD/FME data currently indicates 50.9% of our children fall into SIMD 1 and 2 category. 21.8% of our children have a Free Meal Entitlement. We have a growing range of children with English as an Additional Language, having a current total of 20 different languages within our school. 11.3% of our children have EAL requirements. We have had several families from various parts of India and Africa join our school community over session 2024/2025.

Our work continues to be based upon our 6 values of Enjoyment, Faith, Kindness, Love, Perseverance and Respect and these are embedded within the daily life of our school and nursery. Together with our school vision of ‘striving to support and develop a love of lifelong learning for everyone’ and our school motto of ‘Learn Together, Laugh Together, Be the Best You Can’, we believe we create a focused, loving learning environment for our children and their families. Our Curriculum is based upon the 4 Contexts of Learning – the Ethos and Life of our Nursery/School; Curricular Areas; Interdisciplinary Learning; Opportunities for Personal Achievement. We regularly review our work in all 4 of these areas and strive to ensure we are delivering the best opportunities we can for our children.

We are situated within the Holy Cross Learning Community and have strong links with the feeder primaries as well as with Holy Cross itself. We work well with a variety of nurseries and schools and have good links with staff in many establishments. We regularly work together for the benefit of our learners in a range of ways and have built and developed strong partnerships with a range of staff and agencies. We have a strong partnership with our neighbouring school Our Lady and St Anne’s and plan events for our children to enjoy, particularly linked with our Parish and Transition.

We have a very supportive parent body in both our school and nursery and regularly involve them in the work we do. Furthermore, our school Community Partnership Group meet monthly and work tirelessly to support our school by providing extra curricular opportunities for our families.

Promoting Positive Relationships is pivotal to our success and we aim to build relationships within a kind, respectful ethos, based on the integral Gospel value of love. This aligns with our school and nursery values. We encourage our children to participate in a range of opportunities to develop responsibility and leadership at all stages, being involved in a range of leadership roles to help promote respect of themselves and others.

Our pupils hugely benefit from a range of extra curricular activities throughout the school year, offered and led by our Active Schools Co-ordinator as well as by school staff and some senior pupils. Each year, our Primary 7 pupils are offered the opportunity to experience a week long residential trip, building on their team building skills as well as their resilience, wellbeing and sense of achievement. Our pupils take part in our weekly celebration assemblies and are encouraged to share information about any successes that occur out with school. This is shared further within our school and nursery community through our weekly newsletters. Our children are also given the opportunity to participate in local events involving them in a range of activities and helping to promote a shared sense of achievement and success across our school community.

We have a wide range of staff experience and skills and our team work collaboratively together, enjoying sharing ideas, strategies and successes with one another. We are focusing on developing a wide range of life skills for our children and our work in 2025/2026 will be focused around meta skills through Inquiry Based Learning as well as focusing on raising attainment in numeracy through the consistent use of highly effective teaching and learning approaches.

The following information details our key focuses for session 2025/2026.

**Priority 1 (a) – Play Pedagogy for our P1 - P3 Teaching Staff**

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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  Inclusive and relevant curriculum and assessment | **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)**  2.3 Learning, teaching and assessment  2.5 Family learning  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** |
| 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 2022 and it has been implemented in our Primary 1, P2 and P3 classes to varying degrees of success. With a change of staffing within our team, we now need to revisit and rethink our rationale for play and to have consistent, progressive approaches developed from children’s voice to develop children’s early numeracy, literacy and life skills at these stages.  100% of our children have indicated they enjoy play based learning. | **Term 1 August – October 2025**  By August 2025, school SLT and our P1-3 teachers will have an enhanced understanding of play pedagogy and will be developing an agreed vision for how this will look in our school context. | **Term 1 August – October 2025**  SLT to attend CLPL Session 1: Leadership of play (May 25)  \*Revisit current vision and rationale of play pedagogy using Realising the Ambition and Being Me in SLC. We will develop 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. | **Term 1 August – October 2025**   * By August, analyse and collate results from Staff, Parent and Pupil questionnaires * Professional discussions between staff * Observations of play within the P1, P2 and P3 classrooms from staff, support staff and SLT * Sharing of practice between teachers to help ensure consistency and progression * Continued dialogue with Play Pedagogy Link Officer will help evaluate practice | | HT,P1, P2 and P3 teachers |
| By September 2025, Primary 1-3 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. | P1-3 staff will Attend **CLPL Session 2 – The Environment – 20th Aug 2025**  Implement learning from session and look at current environment.  Set up creative, social and discovery zones.  Consult learners and make changes where required.  Complete play environment audit to identify further resources needed to ensure a wide range of play materials are available to support child-led learning.  P1-3 staff to attend **CLPL Session 3 – Planning for LTA – Teach, Target, Play.** (24th Sept 2025)  Review current LTA approach in class and identify changes required. | * Undertake initial continuous core provision audit. * Leuven Scale of engagement to be done in classes with results of observations to inform our understanding of play and school vision * 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 * Staff training materials and notes from discussions * Pupil voice survey * 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. * 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 | | HT, P1,P2 and P3 teachers |
| HT, P1,P2 and P3 teachers |
|  | **Term 2 October -December 2025**  By December 2025, almost all pupils will make progress in literacy and numeracy from prior levels of attainment. | **Term 2 October -December 2025**  Ongoing assessment of key literacy and numeracy learning  P1-P3 staff to attend **CLPL Session 4 – Observations and Documentation (22nd Oct 2025)**  Review current approach and continue to develop use of observations alongside documentation.  P1-P3 staff to attend **CLPL Session 5 – Moving Play Forward (19th Nov 2025)**  P1-P3 staff to attend **CLPL Session 6 – Play Pedagogy and Meeting Learner Needs.** (**21st January 2026)**  Consideration of 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 | **Term 2 October – December 2025**   * 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. * Begin to monitor use of floorbooks | | HT, P1,P2 and P3 teachers |
|  | **Term 3 Jan – March 2026**  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. | **Term 3 January – March 2026**  Teachers to use floor books in P1-P3 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 | **Term 3 January – March 2026**   * Monitoring of floorbooks and sharing of practice. * Monitoring of planning and observations * Pupil survey re planning | | HT, P1,P2 and P3 teachers |
|  | **Term 4 April – June 2026**  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. | **Term 4 April – June 2026**  Teachers to evaluate effectiveness of 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  **Attend CLPL Session 7 – Sharing Good Practice (1st April 2026)**  Share good practice with peers and opportunity to learn from others who have undertaken this play journey. | **Term 4 April – June 2026**   * 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, P1,P2 and P3 teachers |
| **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.* | |  |
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**Priority 1 (b) – Inquiry Based Learning for our P4 – P7 Staff**

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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)**  2.3 Learning, teaching and assessment  2.2 Curriculum  3.2 Raising attainment and achievement  **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** |
| Learner engagement for most pupils has improved due to the introduction of Thinking Thursday last session which enabled all children to give their opinions about key aspects of our school and the work we are doing.  We now wish 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 for all our children.  We will see an increase in literacy attainment within our P6 and P7 class.  We have3 children within P6 who require further support to attain and 8 children within our P7 class who will be supported. | **Term 1 August- October 2025**  By September 2025 staff will have reflected on current approaches to IDL identifying strengths and areas to be developed. | **Term 1 August- October 2025**  SLT attendance at leadership CLPL and whole staff attendance at CLPL session 2 and 3.  Review of current approaches to IDL during these sessions: staff to complete the SWOT analysis tool.  Staff to complete a teacher confidence survey  Pupil Leuven scale undertaken as a baseline for a focus group of learners in each class.  All staff to discuss and share current ideas and practice with St Vincent’s and Crawforddyke Staff on 17th September, via TEAMS  Staff from St Vincent’s and Crawforddyke visiting P1 30th Sept P2-4 on 7th Oct | **Term 1 August- October 2025**   * SWOT related to schools current IDL position. * Baseline staff confidence survey. * Results of Leuven scale of engagement focus group * Staff planning materials and professional dialogue related to planning. * Staff dialogue | | HT and our P4-7 staff.  (Mr Kelly and Miss Leitch leading on this) |
| **Term 2 October-December 2025**  By December almost all staff will have increased teacher knowledge of the Inquiry-based Learning Cycle and forming ‘Big Questions’ | **Term 2 October – December 2025**  Staff from St Vincent’s and Crawforddyke visiting P5-7 classes 21st October 2025.  Staff attend CLPL session 4 and 5  Staff review possible approaches to inquiry and select the approach to pilot in January.  Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards.. | **Term 2 October-December 2025**   * Staff dialogue * Class visits and professional dialogue. * Evaluation of planning/tracking material. * Results of Leuven scale of engagement focus group. * Results from staff confidence survey. | | HT and our P4-7 staff.  (Mr Kelly and Miss Leitch leading on this) |
|  | **Term 3 January – March 2026**  By February all staff will pilot an Inquiry project, this will result in most learners being more engaged in learning activities in class.  By February almost all learners will be able to discuss the inquiry cycle and relate inquiry classwork to this approach.  By 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. | **Term 3 January – March 2026**  All classes undertake an inquiry-based project.  Learning for this project is displayed in class using the inquiry cycle.  Peer visits of inquiry lessons.  Pupil Leuven scale completed for a focus group of children in each class.  Retrospective planning/ tracking completed, highlighting coverage of Es and Os and skills from the SLC framework.  Staff discussion of projects and collaborative planning of possible next steps.  Staff confidence survey revisited. | **Term 3 January – March 2026**   * Class visits and professional dialogue. * Evaluation of planning/tracking material. * Results of Leuven scale of engagement focus group. * Results from staff confidence survey | | HT and our P4-7 staff.  (Mr Kelly and Miss Leitch leading on this) |
| **Term 4 April – June 2026**  By April Staff will have increased confidence in using the inquiry cycle to guide IDL lessons. | **Term 4 April – June 2026**  Staff dialogue to discuss next steps for Inquiry Based Learning  Staff to complete self evaluation survey  Staff to evaluate effectiveness of what we have done this year, alongside pupil evaluations. | Term 4 April – June 2026   * Class visits and professional dialogue. * Evaluation of planning/tracking material. * Results of Leuven scale of engagement focus group. * Results from staff confidence survey * Learner voice dialogue with SLT | | HT and our P4-7 staff.  (Mr Kelly and Miss Leitch leading on this) |
| **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.* | |

**Priority 2 – Do Be Mindful - HWB**

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| **NIF Priority (select from drop down menus)**  Improvement in children and young people’s health and wellbeing  **NIF Outcome**  Improving relationships, behaviour and attendance  Inclusive and relevant curriculum and assessment | **SLC Priority (select from drop down menus)**  Improve Health and Wellbeing to enable children and families to flourish  Ensure inclusion, equity and equality are at the heart of what we do | **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)**  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  1.4 Leadership and management of staff  **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** |
| .  Through results of our consultation with staff, we want to develop approaches to support staff wellbeing initially this session and this will then feed into and enhance our current nurturing approaches for our children. | **Term 1 August- October 2025**  Almost all staff­ will have a better understanding of the benefits of mindfulness and how mindful moments can be used to support children's wellbeing and emotional regulation.  Staff wellbeing will be enhanced and supported by the strategies being developed across our staff team. | **Term 1 August- October 2025**  Do Be Mindful input to be delivered to all staff on in-service day 1  All staff­ to complete the following modules over the course of Terms 1 - 3  'Introduction to mindfulness' module one  'Mind Body Awareness' module 2  ‘Heartfulness’ module 3  'Mindful Communication and Mindfulness Everyday' module 4  'Mindful Teaching and Learner Wellbeing’ module 5  All staff to attend training on de-escalation strategies during in-service day 1. | **Term 1 August- October 2025**   * Pre and post Do-Be Mindful evaluation surveys of sta­ff wellbeing 1-1 Supervision Records Reflection journals * Staff feedback from in-service day training * Staff observations and professional discussions | | Mrs McRoberts  (Class teacher) and  PT |
| By December, most identified children will have gone up at least one scale on the Leuven scale of wellbeing.  By December most identified children will have gone up at least one scale on the Leuven scale of engagement. | **Term 2 October-December 2025**  Almost all staff and children will engage in regular mindful moments to support their emotional wellbeing and ability to self-regulate.  Some children will start to use the language of mindfulness and mindful practice to help them to self-regulate (e.g. finger breathing)  Staff wellbeing will be enhanced. | **Term 2 October – December 2025**  Staff­ to carry out Leuven Scale observations of each of their identified children (wellbeing and engagement) prior to delivering activities with children (Termly)  All staff­ to roll out the Mindfulness programme as outlined in Mindfulness Plan. | **Term 2 October-December 2025**   * Termly Leuven scale observation records or wellbeing and engagement. Staff observations of identified children. | | Mrs McRoberts  (Class teacher) and  PT |
| By March 2026 almost all parents/carers of identified children report that their children are better able to regulate their emotions than before the introduction of the mindfulness programme. | **Term 3 January – March 2026**  Almost all of the identified children make regular use of the home links bags to practice mindfulness at home | **Term 3 January – March 2026**  Staff­ to invite parents/carers to a Do-BeMindful information and practice session with their children in the setting. Staff­ to create and share Do Be Mindful home link activity bags with parents/- carers; changing the activity cards to align with the setting mindfulness plan. | **Term 3 January – March 2026**   * Pre-mid and post survey of parents/carers of all identified children. Feedback during six-monthly All About Me updates. | | Mrs McRoberts  (Class teacher) and  PT |
| By June 2026 most identified children have revisited the mindful moments documented in the Mindfulness Floorbook and have spoken about the positive impact they have had on them | **Term 4 April – June 2026**  Most children can recall some of the mindful moments they have been involved in. Most children can use the language of emotions and mindfulness to say how the mindful moments made them feel (e.g. happy, relaxed, calm etc) | **Term 4 April – June 2026**  Staff to work with children to record evidence of at least one mindful moment activity per month in the Mindfulness floorbook. Key workers to revisit the floorbook at least once a month with their key group. Recording the children’s comments in the floorbook | **Term 4 April – June 2026**   * Record of children’s comments in the Mindfulness floorbook. * Child and parent survey * Learner conversations to help audit effectiveness and impact of the programme. | | Mrs McRoberts  (Class teacher) and  PT |
| **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.* | |

**Priority 3 – VCPA (Verbal-Concrete-Pictorial-Abstract) Numeracy and Maths**

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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 – numeracy – P1, P4 & P7 combined**  Choose an item. | **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** |
| Numeracy and Maths attainment data highlights the need to focus on continuing to improve progress and attainment levels in numeracy and mathematics for all our learners, particularly in our P3 and P6 class for this session. 31% of P3 and 39% of P6 children are not on track.  High quality learning, teaching and assessment approaches need to be developed and implemented by our staff through the professional learning materials of the SLC VCPA Professional Learning offer.  As a school, we are aiming to shine a spotlight on our approaches to numeracy skills and to strengthen key focus areas such as number talks, times tables and use of concrete resources to aid learners. | **Term 2 – October – December 2025**  By April 2026 all teachers will have increased practitioner knowledge, confidence and skills in teaching Numeracy and Mathematics- using the pedagogical approach VCPA. | **Term 2 – October – December 2025**  DHT attends CLPL through planned INSET Day and 5 liaison sessions to improve Numeracy and Mathematics learning, teaching and assessment approaches and cascades to teaching staff during dedicated time slots created by SLT. This will be done through focused assembly time over the course of the session.  Teachers complete pre-CLPL questionnaires.  SLT and teachers will gather information about pupils’ understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA. | **Term 2 – October – December 2025**   * Pre and post- CLPL questionnaire for teachers to gauge knowledge, confidence and skills in supporting learners using the VCPA learning, teaching and assessment approach (August 2025 and December 2025/January 2026) * VCPA resources overview pre and post audit. | | *Mrs Wilson*  *(DHT)* |
| **Term 3 – January – April 2026**  By April/May 2026, all pupils will have increased access to a wide range of concrete materials during Numeracy and Mathematics learning. | **Term 3 – January – April 2026**  SLT and teachers will gather information about pupils’ understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA.  Audit of VCPA materials and follow up procurement of resources. | **Term 3 – January – April 2026**  Information collated from teacher/SLT/pupil learning walks during numeracy and maths learning about pupil access to and engagement with VCPA materials.  Teacher and SLT pupil focus groups to facilitate direct observation of pupils engaging with VCPA resources and pupil dialogue which supports pupils to explain their choices and strategies. | | *Mrs Wilson*  *(DHT)* |
| **Term 4 – April – June 2026**  By April/May 2026, majority of pupils will be able to select and use the materials they will need to access Numeracy and Mathematics learning.  By April/May 2026, majority of pupils will be able to explain their choices around selection of materials and/or strategies they use to solve numeracy /mathematical problem | **Term 4 – April – June 2026**  Audit of VCPA materials and follow up procurement of resources.  Teachers engage with a range of VPCA resources on SLC Staff Learning Centre, Curriculum Hub.  Teachers and SLT engage in collaborative activity to support implementation of VCPA approaches. e.g. opportunities to plan/implement/review  SLT and teachers will gather information about pupils’ understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA.  Teachers complete post CLPL questionnaires. | **Term 4 – April – June 2026**   * VCPA resources overview pre and post audit. * Information collated from teacher/SLT/pupil learning walks during numeracy and maths learning about pupil access to and engagement with VCPA materials. * Teacher and SLT pupil focus groups to facilitate direct observation of pupils engaging with VCPA resources and pupil dialogue which supports pupils to explain their choices and strategies. * VCPA resources overview pre and post audit. * Information collated from teacher/SLT/pupil learning walks during numeracy and maths learning about pupil access to and engagement with VCPA materials. * Teacher and SLT pupil focus groups to facilitate direct observation of pupils engaging with VCPA resources and pupil dialogue which supports pupils to explain their choices and strategies. | | *Mrs Wilson*  *(DHT)* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda** | |

**Priority 3 – This is Our Faith (Collective Holy Cross Learning Community Plan)**

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| **NIF Priority (select from drop down menus)**  Improvement in children and young people’s health and wellbeing  **NIF Outcome**  Improving relationships, behaviour and attendance  Inclusive and relevant curriculum and assessment | **SLC Priority (select from drop down menus)**  Improve Health and Wellbeing to enable children and families to flourish  Ensure inclusion, equity and equality are at the heart of what we do | **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)**  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  1.4 Leadership and management of staff  **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** |
| Our staff feedback and evaluations show an increased awareness of racial literacy however there are mixed levels of confidence in developing and teaching an anti-racist curriculum.  Whilst more diverse texts have been introduced in recent years, an audit of wider resources and learning sources is required to ensure that learning experiences meaningfully reflect the diversity of our pupils and the wider world. | **Term 1 August- October 2025**  By October 2025, all classes will integrate Gospel Values into everyday school practices and learning opportunities, with particular focus on equality and diversity and all children and families will be aware of these focuses. | **Term 1 August- October 2025**  Conduct an audit of current play resources to identify gaps in cultural representation.  Review and build on the diverse range of novels we currently have to help ensure a novel study with this theme is completed at least once in a school year by all P4-7 pupils  Review school resources to ensure they effectively promote diversity, respect and understanding throughout the school year.  Review of school systems to ensure appropriate recording and monitoring | **Term 1 August- October 2025**   * Almost all teaching staff report increased confidence in using a range of material which promote diversity and inclusion within in their lessons. * Increased parental engagement and awareness of diversity within the curriculum * Feedback from pupils in P4-7 indicating a greater use of diverse sources and texts in the classroom. * Professional Dialogue | | **SLT**  **and class teachers** |
|  | **Term 2 October-December 2025**  By December 2025, all classes will further integrate Gospel Values explicitly into everyday school practices and learning opportunities, with particular focus on equality and diversity and all children and families will be aware of these focuses. | **Term 2 October – December 2025**  Observe children’s interactions within classes and playground.  Evaluate play resources in the playground and identify further gaps, include children and support staff in evaluating this  Review staff confidence in discussing racial literacy approaches with children.  Formation of a Learning Community Equalities Youth Forum | **Term 2 October-December 2025**   * Participation in CLPL opportunities/ activities. This will be shared with support staff. * 100% of staff completing modules * Classroom observations/peer visits   Increase in staff confidence in using school systems to address negative attitudes.   * Staff Survey to show increased confidence in teaching and using a range of resources. | | **SLT**  **and class teachers** |
|  | **Term 3 January – March 2026**  By December 2025, all classes will further integrate Gospel Values explicitly into everyday school practices and learning opportunities, with particular focus on equality and diversity and all children and families will be aware of these focuses. | **Term 3 January – March 2026**  Observe children’s interactions within classes and playground.  Evaluate play resources in the playground and identify further gaps, include children and support staff in evaluating this  Review staff confidence in discussing racial literacy approaches with children. | **Term 3 January – March 2026**   * Participation in CLPL opportunities/ activities * 100% of staff completing modules * Classroom observations/peer visits   Increase in staff confidence in using school systems to address negative attitudes. | | **SLT**  **and class teachers** |
|  | **Term 4 April – June 2026**  By June 2026, almost all pupils will demonstrate a greater awareness and understanding of Gospel Values and multicultural beliefs, with a focus on equality and diversity. | **Term 4 April – June 2026**  **Throughout the Year**  All staff to provide time within class for pupils to share different cultural traditions celebrated by their families.  All staff to allow pupils to teach simple greetings or phrases in different languages that they use at home.  Conversation Club to celebrate and promote different cultures through food, art, and performances.  Create family learning opportunities focusing on shared values to strengthen school-home communication through Conversation Club and in classes. | **Term 4 April – June 2026**   * Youth Forun –sharing good practice/devising joint activities through Holy Cross Learning Community * Observed increase in positive student interactions. * Measure participation in cultural events. * Parental Feedback * Staff Survey to show increased confidence in teaching and using a range of resources. | | **SLT**  **and class teachers** |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda** | |
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PEF Improvement Planning and Standards and Quality Reporting for 2025/26

**Allocation: £59,365**

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| **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **Cost of the School Day** | | | | | | | |
| **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** |
| Supporting Learners – staffing costs | *£23,765* | Increased attainment and support for identified learners within P2, P3 and P4 stage of the school | | *Class teachers for 0.3 and 0.2 releasing our PT to provide support for identified children* | *Pupil attainment levels*  *Pupil voice/staff evaluations*  *Leuven scale for engagement* |  |  |
| Reading books for younger children | £7,150 | Increased attainment in literacy and increased engagement with written text and stories in general | | Reading books used to support children’s reading skills – fluency, comprehension. | Observations, pupil voice and evaluation, pupil questionnaire about reading books |  |  |
| Resources to help support numeracy learning | £3,300 | Increased attainment in numeracy across all stages of our school. | | All classes to use range of active learning resources to increase skills in numeracy amongst pupils, particularly in our P3 and P6 stage | *Pupil attainment levels*  *Pupil voice/staff evaluations*  *Leuven scale for engagement* |  |  |
| Supporting wellbeing across our school | £9,500 | Support and develop the wellbeing of staff and children across our school | | Do Be Mindful resource to be implemented across the school. | Staff/pupil surveys  Observations |  |  |
| Supporting wellbeing -PB budget | £3,850 | Pupils and parents to vote on how we will spend this | | TBC | TBC |  |  |
| Increase engagement in learning amongst all learners and build on and develop skills for learning, life and work | £11,500 | Support the development of Play and Inquiry Based Learning across our school. | | Variety of resources to be purchased as suggested by pupils and staff. | Skills development – pre & post pupil questionnaires. |  |  |
|  | TOTAL SPEND (incl carry forward) £59,065 |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2026/2027.** | | | | |
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Improvement Planning and Standards and Quality Reporting for 2025/2026

**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| *Continue to embed our digital literacy skills in all areas of the curriculum* | All classes and staff | Ongoing |
| Continue to promote reading for pleasure across our school community | Children, staff, parents and wider community | Ongoing |
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**Evaluation of Quality Indicators**

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| **Quality Indicator** | **School**  **Self-Evaluation** | ***Nursery***  ***Self-Evaluation*** |
| 1.3  Leadership of change | Good | Good |
| 2.3  Learning, teaching and assessment | Good | Good |
| 3.1  Ensuring wellbeing, equality and inclusion | Good | Good |
| 3.2  Raising attainment and achievement  *Securing children’s progress* | Good | Good |

**School: St Elizabeth’s Primary and Nursery Month: June Year: 2025**