



# Education Resources Curriculum and Quality Improvement Service

## School Improvement Plan and Standards and Quality 2023/24

### St. John the Baptist Primary School and Nursery Class



## Strategic Improvement Priorities over 3 Year Cycle

Timescale: 2022-2025

Strategic Priority	Year 1 2022/23	Year 2 2023/24	Year 3 2024/25
<b>Nursery</b>	<p>*Staff will continue to work collaboratively and flexibly so that they and the children adapt to the changes in learning environments in both the portacabin and school localities.</p> <p>*Staff will continue with their professional learning to ensure that they keep up to date with ongoing developments in early learning and childcare and, where appropriate, are fully equipped to move to their new establishment in Clyde Terrace in Bothwell.</p> <p>*Wider communication of the celebration of the successes and achievements of the nursery.</p> <p>*Increased face to face dialogue with parents.</p>	<p>*Staff will continue to evaluate and risk assess to ensure optimum collaboration and flexibility to maximise learning opportunities for all pupils across both localities.</p> <p>*Staff will demonstrate their Distributive Leadership roles to colleagues, parents and the school community at Showcases of Learning e.g. during themed weeks.</p> <p>*Staff will continue their individual professional learning journeys to develop the team to ensure a wide range of knowledge, skills and abilities can be drawn upon to meet the ongoing needs of pupils.</p> <p>*Continue to monitor and evaluate the progress of planning in the moment and promote slow pedagogy.</p>	<p>*Staff will plan and evaluate for the reduced Nursery team in one locality to maximise learning opportunities for all pupils.</p> <p>*Staff will continue to adapt and demonstrate their Distributive Leadership role to colleagues, parents and the school community in a variety of ways including social media.</p> <p>*Staff will continue their individual professional learning journeys to develop the reduced team and fill any gaps to ensure a wide range of knowledge, skills and abilities can be drawn upon to meet the ongoing needs of pupils.</p> <p>*Complete enquiry based learning study and fully embed planning in the moment and slow pedagogy.</p>
<b>Priority 1.</b>	<p style="text-align: center;"><b><u>Continuity of learning</u></b></p> <p>*Build on the success of last session's Development Groups to improve learning, teaching and assessment in Numeracy and Listening and Talking.</p> <p>*Continue to use Tracking and Monitoring data to inform next steps for learners and plan interventions to support pupils.</p> <p>*Pilot the new writing plans, genre specific guidelines and assessment criteria. developed by staff last session.</p>	<p style="text-align: center;"><b><u>Improving our School</u></b></p> <p>*Embark on Improving our Schools Programme (IOS) and work collaboratively within the school and West Partnership to focus on developing differentiation in Numeracy and Literacy to meet the needs of all pupils and to enhance the use of data at all levels.</p>	<p style="text-align: center;"><b><u>Improving our School</u></b></p> <p>*Identify one feature of Highly Effective Practice identified at the end of Session 2023/24 through rigorous self evaluation and focus on this to raise attainment and meet the learning needs of all pupils.</p>
<b>Priority 2.</b>	<p style="text-align: center;"><b><u>Promote the Positive Health and Wellbeing of Children, Parents, Carers and Staff</u></b></p> <p>*Extend Nurture Programme.</p> <p>*Continue to Emotions Works and Healthy Schools Programme as part of our HWB curriculum.</p> <p>*Extend counselling provision by introducing Give us a Break Programme of Support and CUSTTAD.</p>	<p style="text-align: center;"><b><u>Plan for Learning, Teaching and Assessment</u></b></p> <p>* Formally Introduce a Play Based Learning Pedagogy in P1</p> <p>*Increase outdoor learning opportunities for all pupils</p>	<p style="text-align: center;"><b><u>Plan for Learning, Teaching and Assessment</u></b></p> <p>*Play Based Learning Pedagogy developing Beyond P1</p> <p>*Embed outdoor learning</p>
<b>Learning Community</b>	<p style="text-align: center;"><b><u>Catholic Education and Ethos: Serving the Common Good</u></b></p> <p>*To consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils.</p> <p>*To evaluate our collaborative and partnership work in relation to our Catholic Mission.</p>	<p style="text-align: center;"><b><u>Developing in Faith</u></b></p> <p>*To create an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</p>	<p style="text-align: center;"><b><u>Developing in Faith</u></b></p> <p>*Embed inclusive ethos and celebrate diversity</p>
<b>Planning for Equity</b>	<p>*Continue to use set criteria for Support Priorities to ensure consistency in support over a period of time.</p> <p>*Monitor all pupil attendance, in particular targeted pupils and the few pupils who are a cause for concern.</p> <p>*Use ongoing information from Tracking and Monitoring to review School Support Staff timetables and focus SLT support.</p>	<p>*Employ a Barnardo's Worker for 0.2 as some families requiring support have limited engagement with the school and are reluctant to work with social work agencies</p> <p>*Purchase play resources to support pupils in the transition between Nursery and P1</p> <p>*Purchase additional outdoor resources to support all pupils in learning outdoors</p>	<p>*Continue to employ a Barnardo's Worker to support parental engagement for all families</p>

## Context of school

St John the Baptist Primary is a co-educational school located in Uddingston. The school has 13 classrooms (each with a c-touch), 2 large open areas, a library area, a general purpose room, a nurture area, a large gym hall and separate dining area. Our playground consists of a generous tarmac area, an adventure area, a basketball court, a climbing wall, a trim trail and a large astro turf pitch.

Our Nursery has a flexible registration with the Care Inspectorate for children aged 2-5 years and is situated in 1 classroom within the school and a large portacabin within school grounds. We offer 1140 hours of quality childcare and education for every child.

The school is part of Holy Cross High School Learning Community. The Learning Community has developed very positive working relationships and works collaboratively to develop a shared vision for change and improvement which is meaningful and relevant to the schools involved.

At St John the Baptist Primary we work in partnership with parents and partners and aim to make school a happy, supportive place where children will have a broad general education which will support them in developing their values and beliefs and enable them to:

- achieve the highest possible levels of literacy, numeracy and health and wellbeing;
- develop skills for learning, life and work;
- develop knowledge and understanding of society, the world and Scotland's place in it;
- experience challenge and success so that they can develop well-informed views and act responsibly;
- adopt an active and healthy lifestyle and be equipped with the skills needed for planning future lives and careers.

We strive to develop and maintain strong parental partnerships and links with the local community in order to support each child to reach their full potential both emotionally and academically and look forward to celebrating the many successes your child will achieve in our school.

Our vision is:

### Together We SHINE



**Successful   Hardworking   Inclusive   Nurturing   Excellent**



Observations from moderation and monitoring of activities shows coverage of Es and Os through planning in the moment. Individual and Group tracking is used consistently, with almost all pupils making good progress. Individual needs are met through STINT / ASP where required.	To develop quality improvement / moderation calendar.
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**Primary Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024**

Embark on Improving our Schools Programme (IOS) and work collaboratively within the school and West Partnership to focus on developing differentiation in Numeracy and Literacy to meet the needs of all pupils and to enhance the use of data at all levels.				
<b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people <b>NIF Driver</b> Teacher and practitioner professionalism Curriculum and assessment	<b>SLC Priority</b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<b>SLC Stretch Aims</b> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<b>HGIOS?4 QIs</b> 2.3 Learning, teaching and assessment 2.2 Curriculum 1.1 Self-evaluation for self-improvement	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
Information from Quality Assurance measures including classroom observations and jotter monitoring indicate that the majority of classes are providing appropriate differentiation.	<p>1.By December 2023 all staff have enhanced understanding of how to differentiate through content, process, product and environment in Numeracy and Literacy.</p> <p>2.By June 2024 all staff have increased their use of data to identify, plan and implement appropriate differentiation to raise attainment.</p> <p>3.By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge.</p>	<p>Whole School IOS participation involving professional reading and working in Trios..</p> <p>Development of the use of data at class level</p> <p>Use of Fact, Story, Action approach to Tracking and Monitoring dialogue</p> <p>All staff to participate in trio visits and professional learning</p>	<ol style="list-style-type: none"> <li>Classroom observations and jotter monitoring</li> <li>Class data overviews</li> <li>Professional dialogue at termly Tracking and Monitoring Meetings</li> </ol>	<p>HT</p> <p>HT &amp; DHTs</p> <p>DHTs</p>
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
At the beginning of the session, based on school data and SLT observations, writing and metacognition were identified as the curricular area and the area of highly effective practice that would be the focus for this session.			To develop metacognition within lessons and activities.	

<p>Evidence gathered through monitoring, SLT visits, HMI and IOS Trios, showed differentiation evident in the majority of lessons. Further work is required to ensure this is evident in all classes, and that there is appropriate pace and challenge in lessons. All staff have participated in CLPL around Metacognition with a particular focus on the Retrieval Process, Jigsaw Approach and The Learning Pit. CAT sessions showed positive collaboration between staff and pre / post staff questionnaires confirmed that all staff felt they had increased confidence and knowledge in this area. <i>'A minority of teachers need to increase the pace and challenge within lessons. Teachers' adoption of IOS methodology at the end of last session has increased professional dialogue about learning and teaching. Teachers' experience of working with the programme is also beginning to improve consistency across the school.'</i> - HMI</p> <p>All staff participated in tracking meetings using Fact, Story Action and all staff can speak more confidently about their own class configuration and data as evidenced through professional dialogue. In November, HT and DHT attended SLC training on BGE Tracking and Monitoring Tool and have used this effectively to confirm / support accurate class and school data. This will be continued next session and beyond to support robust and reliable use of data to inform planning, teaching and learning. <i>'Teachers' participation in the IOS professional learning initiative enables them to carefully analyse their class data and plan children's next steps in learning well. Teachers are growing in confidence using the effective 'fact, story, action' approach to identifying the learning needs of individual children.'</i> - HMI</p> <p>All staff participated in Trio visits, peer dialogue sessions (after class observations), and completed IOS feedback for their colleagues. Data collated from staff feedback identified strengths and areas for development in several areas of highly effective practice. LI and SC featured heavily on both. This showed an increased staff awareness of the importance of LI and SC however staff also showed an understanding that it could be used more effectively (e.g. co-creation of SC). Feedback was not identified as either a strength or an area for development. This alongside SLT and HMI observations confirms that feedback and the impact of feedback on future learning needs further development</p>	<p>Staff will continue to use Fact, Story Action to inform planning, teaching and learning approaches.</p> <p>BGE Tracking and Monitoring Tool to be used to support Fact, Story, Action approach to Tracking and Monitoring meetings. Actions agreed in meetings will be evident in classroom observations.</p> <p>Based on HMI observations, jotter monitoring and trio observations, LI / SC and feedback will be a focus for development next session.</p>
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**Primary Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024**

Formally introduce a Play Based Learning Pedagogy in Primary 1 and Increase outdoor learning opportunities for all pupils in a variety of contexts.				
<p><b><u>NIF Priority</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><b><u>SLC Priority</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  <b>Support children and young people to develop their skills for learning, life and work</b></p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs</u></b> 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment</p>	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>

<p>Build on staff professional learning and formally introduce a Play Based Learning Pedagogy in P1.</p> <p>Increase outdoor learning opportunities for all pupils in a variety of contexts.</p>	<ol style="list-style-type: none"> <li>By October 2023 all P1 staff will have an enhanced understanding of Play Based Learning Pedagogy</li> <li>By January 2024 all staff will have an increased understanding of outdoor learning</li> </ol>	<ol style="list-style-type: none"> <li>Professional reading and learning associated with play based learning, engagement in SLC network. Planning and assessment of play activities.</li> <li>Whole staff professional learning activities associated with outdoor learning.</li> <li>One teacher to model outdoor learning lessons to share good practice.</li> </ol>	<ol style="list-style-type: none"> <li>Effective play based activities which are differentiated to meet the learning needs of all P1 pupils</li> <li>Effective outdoor learning activities which meet the learning needs of all pupils</li> </ol>	<p>DHT</p> <p>HT &amp; CT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>All P1 staff attended training prior to undertaking P1 remit. Further visits to establishments using Play Based Learning in Primary 1 were also carried out during the year to support teacher professional development. Staff were then able to take aspects of this into the classroom to support learner's experiences. Observations of play within the P1 setting showed overall, a high level of pupil engagement with most pupils engaged in play and / or activities appropriately during lessons.</p> <p>Differentiated tasks / outcomes were evident in a few classroom observations, this will be developed further next year as play becomes more fully embedded. Attainment monitored through tracking and monitoring meetings, as well as professional dialogue, allowed for early identification of concerns and targeted support through play, and by support staff.</p> <p>Whilst most children are on track in reading, further supports in reading and the development of reading skills may be required to ensure appropriate progress / challenge.</p> <p>All classes undertook activities led by the Outdoor Learning lead throughout the year. Pupil engagement during these sessions was high. A staff information file with suggested activities, resources and supports has been created to support staff confidence and skills as they begin to take this on independently. Staff undertook a whole group session during Staff Development Day to explore local wooded area and work as a team to set and build fires. Staff confidence is higher than in previous session however, most staff still require support to work embed outdoor learning opportunities in daily routines as identified by HMI and in Forward Planning Dialogue. <i>'Outdoor learning is at the early stages of development across the school. Groups of children engage in Forest Schools sessions to develop their creativity and social skills. The school's outdoor learning coordinator has created helpful guidance and resources to support the further development of outdoor learning. Staff should now increase the frequency of outdoor learning sessions and identify contexts where the use of the outdoors will meaningfully enhance learning and teaching.'</i> - HMI</p> <p>Almost all pupils engage well in outdoor session and respond positively to the adults. A small group of targeted children also undertook Forest Schools sessions with the Extended Support Team. Unfortunately, external factors meant that this was reduced from 4 sessions to two however children involved engaged fully and participated with enthusiasm.</p>			<p>More resources required to support play more fully. Change of staffing in Primary 1 will require further opportunities for professional development and learning.</p> <p>Play will be developed more fully through change of organisational structures within the classroom. With the removal of the Nursery classroom, there will be more natural opportunities for outdoor learning and free flow between two Primary 1 areas.</p> <p>Pupil observations will be introduced to ensure attainment and achievement of pupils remains high.</p> <p>Pupils find it challenging to speak about the impact of outdoor learning therefore, weekly outdoor sessions to be embedded into practice to increase frequency and opportunities for pupils to develop skills. Staff will continue to be directed to CLPL opportunities and the Outdoor Lead.</p>	

Developing in Faith – to create an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God				
<b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre of education <b>NIF Driver</b> School and ELC leadership School and ELC improvement	<b>SLC Priority</b> Ensure inclusion and equality are at the heart of what we do	<b>SLC Stretch Aims</b>  <b>Cost of the School Day</b>	<b>HGIOS?4 QIs</b> 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion	
<b>Rationale for strategic priority</b>	<b>Outcome</b>	<b>Operational activity</b>	<b>Intended impact (measures)</b>	<b>School Lead</b>
<ul style="list-style-type: none"> <li>Agreed priority at LC level.</li> <li>Highlighted by Pupil Leadership Team as part of How Good is OUR School</li> <li>Self evaluation evidence from session 2022/23</li> </ul>	The promotion of respect for different beliefs and cultures.	<ul style="list-style-type: none"> <li>Pupil led assembly to share amount of nationalities with the school to raise awareness</li> <li>Promotion of different languages spoken with the school during Languages Week Scotland 2024. Invite parents to participate and lead</li> <li>Primary 7 pupils in The Holy Cross Learning Community will study the novel 'Planet Omar' by Zanib Mian to raise awareness of diversity and promote discussion</li> <li>Audit of minority groups on Parent Council. Encourage involvement of minority groups on Parent Council</li> <li>Audit of minority representation in books in school/class. Purchase appropriate books to promote representation</li> <li>Purchase whole class HWB diversity books to promote representation and encourage discussion</li> </ul>	<ul style="list-style-type: none"> <li>Baseline staff questionnaire to gauge awareness and audit practice of Race Equality (August 2023) Final questionnaire May 2024 will show a raised awareness from baseline results</li> <li>SPARKS session to form a baseline of pupil awareness of Race Equality (August 2023) Final learner conversation May 2024 will show a raised awareness from baseline results</li> </ul>	HT
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>Upon reflection, it was decided to move away from showcase assemblies /events and focus on developing the Conversation Club which was led by pupils with an EAL background and allowed them to share their culture with peers without drawing further attention to differences which may inadvertently make pupils feel excluded.</p> <p><i>'The recently formed Conversation Club promotes inclusion and fosters children's appreciation of the backgrounds of those who have differing heritages and "origin stories".' – HMI</i></p> <p>This was very successful with parents reporting a very positive impact on pupils and families. All pupils involved gave verbal positive feedback about how this made them feel. All pupils participated fully and shared with their friends each requesting time to share their heritage with the group and friends. All pupils requested that this be continued next session. An overview of the programme was identified as good practice and shared on the SLC Attachment Sway.</p>			<p>Audit of pupils to gather data on new texts and their impact on pupils. Continue to broaden range of diverse texts in school and class libraries.</p> <p>Planet Omar to be read by P5, Compassionate Classroom used in P6 and Racial Literacy online resources to be used in P7 as part of Learning Community work to ensure the voice of all children is reflected and heard and to develop cross-school working. Opportunities to share this learning will be explored.</p>	



Due to external events, Planet Omar was not read by P7. This text will be used next year for Primary 5 pupils as part of Learning Community joint working.

Feedback from the Pupil Leadership Group and Conversation Club led to the identification of diverse texts for the school library. Pupils were responsible for identifying, purchasing and adding these to the library. These books are incorporated into the body of the library for all pupils to use and are not identified or singled out in any way to support the development of a broader variety of texts as being part of core reading materials within school libraries.

*'The group is ensuring the school library provides an appropriately diverse range of books.'* - HMI

Attachment Accreditation and RRSA will also be undertaken to support pupil and staff to develop equality, equity and inclusion.

**PEF Improvement Planning and Standards and Quality Reporting for 2023/24**

<b>SLC Stretch Aims</b>						
ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
*Employ a Barnardo's Worker for 0.2 as some families requiring support have limited engagement with the school and are reluctant to work with social work agencies	£9000	*By June 2024 almost all families will have increased engagement with school	*Worker will work with pupils in school to support their Health and Wellbeing *Worker will work with families at home to support parental Health and Wellbeing *Worker will work with pupils and families during school holidays	*Improved attendance of all identified pupils *Better attendance at parental engagement activities including Parents' Evenings *Improved Health and Wellbeing for pupils and families		
*PB Consultations still taking place	£864	To reduce the cost of curricular excursions				
*Purchase play resources to support pupils in the transition between Nursery and P1	£3500	*By September 2023 all pupils will have experienced a smooth transition from Nursery to P1 and be confident in their play in a classroom setting	*Fully introduce play based learning into P1 with differentiated task and activities which will suit the learning needs of all pupils	*Positive Primary and Support Staff observations and evaluations *Assessment data confirms teacher professional judgement that all pupils are learning to capacity		
*Increase number of staff trained in Catch Up Numeracy and purchase additional resources	£500	*Increase the number of staff trained in Catch Up Numeracy to provide more intervention groups to pupils	*Provide staff with time for training *Provide newly trained staff with the opportunity to be mentored by experienced staff	*Data will indicate that for most identified pupils on Catch up Numeracy the gap between their chronological age and their numeracy age will have narrowed.		

*Increase number of staff trained in Catch Up Literacy and purchase additional resources	£2000	*Increase the number of staff trained in Catch Up Literacy to provide more intervention groups to pupils	*Provide staff with time for training *Provide newly trained staff with the opportunity to be mentored by experienced staff	*Data will indicate that for most identified pupils on Catch up Literacy the gap between their chronological age and their literacy age will have narrowed.		
	TOTAL SPEND (incl carry forward) £15,874					
<b>Progress and Impact</b>				<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>		
<p>The Barnardo's worker has continued to work with targeted families, providing support during the school day to pupils and also family support during holidays. All families referred have opted to remain engaged showing that the service is supporting them. Additional supports over Christmas and holiday periods have been very well-received with all families reporting this supported financial challenges. One individual pupil's health and wellbeing and safety has also been supported in and outside of school with targeted pupil consistently identifying school and adults within it as a safe and protective factor in their lives. Access to families at home has enabled very positive relationships to be built up and onward referrals to other agencies e.g. Social Work have been made as a result – all providing further supports to the families concerned. School attendance of almost all targeted pupils has remained high.</p> <p>Financial supports for Swimming and excursions, including residential excursions supported targeted families and ensured that all children from these families attended excursions and no one missed out on these opportunities due to financial challenges.</p> <p>An additional member of staff has been trained in Catch Up Literacy and Catch Up Numeracy. 60% pupils who have participated up Catch up Literacy have narrowed the gap between their chronological age and their Literacy age. 100% pupils who have participated up Catch up Numeracy have narrowed the gap between their chronological age and their Maths age. The full amount of money dedicated to Catch up was not spent on this and instead, a portion of it was used to purchase IDL to support Literacy and Numeracy in addition to existing resources.</p> <p>£890 was spent on resources to ensure that all pupils had access to the same resources in school and at home which would enable them to access their learning fully. Primary 1 educational packs were well received by parents and almost all pupils attended transition sessions.</p>				<p>Barnardo's worker will remain involved in the school and support targeted families. Additional measures of impact will be requested to evidence supports for health and wellbeing (£9000)</p> <p>Play will continue to be developed further in Primary 1 with monies being used to support resources and home learning (£2000)</p> <p>Cost of the School Day will be taken into account when considering all excursions and PEF used to offset this to ensure zero cost. FME pupils will not pay for the P7 residential (£4000)</p> <p>IDL subscriptions purchased to support Literacy and Numeracy, through digital technologies alongside Maths Recovery (£1500).</p> <p>£1000 PB to be allocated.</p>		

### Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<b>Nursery</b>		
Staff will continue with their professional learning to ensure that they keep up to date with ongoing developments in early learning and childcare. To ensure smooth transition back to single setting establishment.	Staff, parents and carers, partner agencies	June 2025

**Primary**

To work towards 100% of staff being trained in Maths Recovery and this approach being used to support teaching and learning in Numeracy.  
To use Healthy Schools Programme as part of our Health and Wellbeing Programme.  
To develop tracking and monitoring of pupil achievements in and outside of school.  
Continue to evaluate pupil involvement using How Good is OUR School and provide an increasing range of pupil leadership opportunities.  
To build further opportunities for parents to support self-evaluation of school priorities.

Pupils, staff, parents and carers, partner agencies

June 2025

**Learning Community**

Continue on our Catholic Mission to enhance the wellbeing, equality and inclusion of pupils.

Pupils, staff, parents and carers, Learning Community

June 2025

**Planning for Equity**

Continue to monitor all pupil attendance and support any pupil who is a cause for concern.  
To develop individualised, targeted support in Literacy and Numeracy through effective deployment of support staff.  
To identify TIG and ensure focussed, timely interventions to raise attainment and close the poverty related attainment gap.

Pupils, staff, parents and carers, partner agencies

June 2025