

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



*St. Bride's Primary School & Nursery Class*



**Strategic Improvement Priorities over 3-year cycle    Timescale: 2023-26**

Strategic Priority	Year 1 ~ 2023-24	Year 2 ~ 2024-25	Year 3 ~ 2025-26
1.	<p>Through use of the Improving Our Schools Model</p> <ul style="list-style-type: none"> <li>• Raise attainment in Talking &amp; Listening for Targeted Intervention Groups identified from school Tracking Data Session 2022-23</li> <li>• Following robust self-evaluation develop an understanding and consistent approach to the use of Features of Highly Effective Practice of Metacognition across all classes</li> <li>• To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in Talking &amp; Listening at Early Level</li> </ul>	<p>Through use of the Improving Our Schools Model</p> <ul style="list-style-type: none"> <li>• Raise attainment in a focused Curricular Area for Targeted Intervention Groups identified from robust interrogation of school Tracking Data Session 2023-24</li> <li>• To identify and develop an understanding and consistent approach to the use of one Feature of Highly Effective Practice of teaching across all classes</li> <li>• To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in focused Curricular Area</li> </ul>	<p>Through use of the Improving Our Schools Model</p> <ul style="list-style-type: none"> <li>• Raise attainment in a focused Curricular Area for Targeted Intervention Groups identified from robust interrogation of school Tracking Data Session 2024-25</li> <li>• To identify and develop an understanding and consistent approach to the use of one Feature of Highly Effective Practice of teaching across all classes</li> <li>• To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in focused Curricular Area</li> </ul>
2.	<ul style="list-style-type: none"> <li>• To continue to embed Play Based Learning Pedagogy in Primary 1 classes and develop the approach in Primary 2</li> </ul>	<ul style="list-style-type: none"> <li>• To embed Play Based Learning in Primary 1 &amp; 2 and extend Play Based Learning Pedagogy in Primary 3</li> </ul>	<ul style="list-style-type: none"> <li>• To extend Play Based Learning approaches across Primary 4-7</li> </ul>
3.	<ul style="list-style-type: none"> <li>• To develop the Teaching &amp; Learning of Technology from Nursery to P7 for all pupils using SLC progressive framework for Technology</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the teaching and learning experiences of Science from Nursery to P7 using SLC RAISE progression framework</li> </ul>	<ul style="list-style-type: none"> <li>• Through robust self-evaluation identify a Curricular Area for staff development providing high quality learning and teaching experiences for all pupils which develop skills for learning, life and work</li> </ul>
4.	<ul style="list-style-type: none"> <li>• Provide high quality opportunities for Parental involvement &amp; Engagement across all the School &amp; Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• To develop opportunities for high quality Family Learning across the School and Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• To develop links and build sustainable, rewarding relationships with our community through an Intergenerational Project</li> </ul>
5. Catholic Schools	<ul style="list-style-type: none"> <li>• Provide high quality opportunities &amp; experiences for pupils and families through the Laudato Si School Programme - Yr 2/7</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high quality opportunities &amp; experiences for pupils and families through the Laudato Si School Programme - Yr 3/7</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high quality opportunities &amp; experiences for pupils and families through the Laudato Si School Programme - Yr 4/7</li> </ul>
6. Learning Community	<ul style="list-style-type: none"> <li>• Using SLC Curriculum Framework Document highlight, identify and promote the development of pupils' skills through the Four Capacities for Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Through evaluation of current themes and consultation within the Trinity Learning Community decide on a shared area for development across the Learning Community Primary Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Through evaluation of current themes and consultation within the Trinity Learning Community decided on a shared area for development across the Learning Community Primary Schools</li> </ul>



## Context of school

St. Bride's Primary School is a Roman Catholic Primary School for stages Primary One to Primary Seven. At present, our roll is 281 pupils divided into 11 classes. The school building also accommodates a Nursery Class which was extended to accommodate 48 full time pupils in August 2019 in response to delivery of 1140 hours. The total School and Nursery roll is 329 pupils in August 2023.

As part of South Lanarkshire Council's investment in improving school buildings, our new school and nursery opened for pupils in January 2015.

At St. Bride's Primary School Community, our aim is to ensure that there is a welcoming atmosphere and a positive ethos throughout the whole school and nursery and that all pupils are educated in a safe, secure, happy, and health-promoting environment. Within our Catholic School and our Nursery, we foster tolerance, care, concern and respect for ourselves and others. The learning and achievement of all the pupils is valued and high aspirations and ambitions are actively promoted. All pupils are nurtured and enabled to develop strong foundations of knowledge and understanding and become responsible citizens, effective contributors, successful learners, and confident individuals.

The Staff of St. Bride's Primary School and Nursery Class are committed to making every pupil happy and secure in school and this principle underpins our programmes for Teaching & Learning and all our experiences. We value each pupil as an individual and hope that experiences gained at school will give your pupil a positive self-image, confident in their valued contribution to the school and the wider community where we work to develop experiences to last a lifetime.

St. Bride's Nursery Class and Primary School have worked together with our community to review our school vision, values and aims.

Our Vision for St. Bride's Primary School is to develop as a community of faith and learning, providing the highest quality of education, in a safe and positive learning environment.

Our Values - Caring, Faith, Achieving, Community, Fair, Respectful, Ambitious, Responsible

Our school motto- *St. Bride's School Community is a joyful place where;  
We can Dream, We do Believe and We will Achieve great things!*

It is the aim of everyone at St. Bride's Primary School and Nursery Class:

- To inspire and motivate our pupils to become successful and enthusiastic life-long learners.
- To have high expectations for all pupils to help raise attainment and develop a 'can do' attitude to ensure everyone experiences success.
- To create a safe and respected learning environment and establish positive partnerships with parents and the wider community.



## Improvement Planning and Standards and Quality Reporting for 2023/2024

### Strategic Priority 1: Improving Our Schools Model - Improvement in Attainment in Talking & Listening Feature of Highly Effective Practice - Metacognition

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 &amp; P7 combined</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning teaching and assessment</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<ul style="list-style-type: none"> <li>• Following robust interrogation of whole school Data and moderation of Assessment material, Talking &amp; Listening was highlighted as an area which requires improvement</li> <li>• Through the use of the Improving Our Schools model, Targeted Intervention Groups will be identified from Tracking Data to improve attainment in Talking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a consistent approach to Teaching, Learning and Assessment across the school and Nursery in Talking &amp; Listening</li> <li>• To increase staff knowledge, understanding and strategies to develop a consistent approach to the use of Metacognition within Teaching &amp; Learning in all classes</li> <li>• To increase pupil knowledge of Metacognition and enable pupils to apply the strategies in Talking &amp; Listening</li> <li>• To raise attainment across the school in Talking &amp; Listening</li> <li>• To raise attainment in Talking &amp; Listening for TIGs identified from Tracking Data</li> </ul>	<ul style="list-style-type: none"> <li>• School Audit of Talking &amp; Listening including Teaching &amp; Learning experiences, resources, assessment, pupils and staff confidence across the school</li> <li>• Staff training in Talking &amp; Listening and Metacognition</li> <li>• Introduction of NELI intervention resource to support Primary 1 pupils</li> <li>• SLC FLIPP implemented across Primary 1</li> <li>• Following robust interrogation of class Data Talking &amp; Listening TIGs will be identified</li> <li>• Staff participate in TRIO visits with a focus on Metacognition and Talking &amp; Listening</li> <li>• Peer observation within Nursery of activities with a focus on Talking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>• School Audit</li> <li>• Staff and Pupil pre and post questionnaires</li> <li>• Tracking and monitoring using Benchmarks</li> <li>• Observations and engagement of pupils</li> <li>• Care Plans and Floor Books in Nursery</li> </ul>	<p>IOS Lead</p> <p>SLT</p> <p>Nursery staff</p> <p>School staff</p>

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<ul style="list-style-type: none"> <li>Through the use of the Improving Our Schools model, Metacognition was identified as a Feature of Highly Effective Practice that was identified as an area for staff development leading to improvement in Teaching &amp; Learning and increased pupil attainment</li> </ul>				
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><b><u>Talking and Listening Progress</u></b></p> <ul style="list-style-type: none"> <li>Members of SLT, P1 class teachers and support staff have been trained in NELI</li> <li>All P1 teachers trained in and implemented FLIPP in term 1</li> <li>Nurture group for P1 and P2 and Talk group introduced for P4-P7</li> <li>Kitbag – Across the school in classes.</li> <li>Kitbag - Additional targeted kitbag groups provided for highlighted pupils to provide targeted support.</li> <li>Resources to stimulate talk used in classrooms. e.g. Takin Cubes</li> <li>Solo talks and presentations.</li> <li>Pupil voice group preparation and active participation in groups for members.</li> <li>Spotlight on learning.</li> <li>First Friday mass – class responsibility.</li> <li>Talk the Talk professional reading and Education Scotland documents on Listening and Talking.</li> <li>Play based learning in P1 and P2.</li> <li>All teaching staff have engaged in professional reading and webinars about Metacognition.</li> <li>Some staff have introduced the language associated with metacognition within the classroom.</li> <li>Group &amp; Solo Talks in Class</li> <li>NELI Intervention taken place with 3 targeted pupils following all P1 pupils being assessed</li> <li>Nurture Talk for P2 to P7 pupils – 15 pupils</li> <li>Nurture for Primary 1 and 2 pupils – 7 pupils from Primary 1 and 1 pupil from Primary 2</li> <li>Talk the Talk Assessment introduced and used to assess pupils in all classes</li> </ul>			<p><b><u>Talking and Listening</u></b></p> <p>Staff to continue to use Talk the Talk Benchmarks and Talk the Talk Assessments</p> <p>Continue to provide high quality, relevant talking and listening experiences both in and out of the classroom/playroom for all pupils to develop talking and listening skills</p> <p>Added to Maintenance Agenda for Session 24/25</p>	

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**Impact**

- 
- Teacher plan highly effective teaching and learning experiences for all pupils
- Teachers set clear Learning Intentions & Success Criteria for all Talking & Listening experiences
- Teachers becoming more confident in using Talking & Listening Benchmarks and Talk to Talk Assessments to assess pupils' skills in Talking and Listening and to inform next steps in learning
- Almost all pupils participate and engage in talking and listening activities
- Pupils are more able to talk about specially about the skills they are learning and developing
- NELI Talking & Listening rules introduced and used across the school within classes and in assembly.
- NELI posters are displayed in class, playroom and around school.

**Feature of Highly Effective Practice - Metacognition**

**Progress**

- 2 Training sessions delivered by Educational Psychologist on Metacognition in May
- All staff engaged in professional reading of 'Thinking Classrooms' by Katherine Muncaster & Shirley Clarke to inform practice
- Staff plan for the highlight and use of metacognitive learning strategies across a variety of experiences
- Staff and pupils link metacognition strategies to knowledge of higher order thinking skills
- Metacognition Playlist used in Primary 2/3

**Impact**

- Teachers have a clearer understanding of when and how to plan for and embed metacognitive strategies and discussions across a variety of teaching and learning experiences
- Teachers and pupils becoming more confident and are able to discuss Metacognitive learning strategies as part of their learning
- In Primary 2/3 pupils are able to link and discuss metacognitive strategies through songs lyrics

**Feature of Highly Effective Practice – Metacognition**

Staff to continue to plan for and highlight the language of metacognition

Pupils continue to develop their understanding and use of metacognitive strategies to inform, and take charge of their own learning

Introduce Meta Moments throughout learning experiences

Added to Maintenance Agenda for Session 24/25



## Strategic Priority 2: To develop Play Based Learning Pedagogy in Primary 2 and in Nursery provide High Quality Learning Experiences across Literacy & Numeracy

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment</p>	<p><b><u>SLC Priority (select from drop down menus)</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 (select from drop down menus)</u></b> 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<ul style="list-style-type: none"> <li>Following on from the successful participation of Play Based Learning training with South Lanarkshire Council and implementation of the approach to learning in Primary 1, the opportunity to extend the PBL approach to Learning &amp; Teaching in Primary 2 through further SLC training was accepted.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a high quality, consistent pedagogical approach to Play Based Learning in Primary 2</li> <li>To enhance pupils' engagement and interactions in their learning through a PBL approach</li> <li>To raise attainment through PBL particularly in Literacy &amp; Numeracy</li> <li>To provide high quality learning experiences in the Nursery Playroom based on responsive planning</li> </ul>	<ul style="list-style-type: none"> <li>Primary 2 teacher who completed Year 1 of PBL to embark on Year 2 training with Deirdre Grogan at South Lanarkshire Council</li> <li>P2/3 teacher for Session 2023-24 who has previously completed PBL training, to implement PBL approached across learning experiences in class</li> <li>Nursery staff provide high quality pupil led learning experiences across all areas within the playroom based on responsive planning with a particular focus on Literacy &amp; Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Staff and pupil audit pre and post training</li> <li>Quality Assurance of Teaching &amp; Learning across nursery - Primary 2 to ensure high quality learning experiences</li> <li>Care Plan &amp; Floor Book evidence in Nursery of quality experiences and pupil engagement and attainment in activities</li> </ul>	<p>SLT</p> <p>Early Years Practitioners</p> <p>Early Years Team Leader</p> <p>Primary 2 Class Teachers</p>



**Progress and Impact**

**Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda**

**Play-based Learning**

**Progress**

- 5 members of staff and 2 SLT have been trained in Play Based Learning (PBL).
- Play-based Learning experiences implemented in Primary 2
- In school staff work collegiately to plan, deliver and evaluate PBL teaching and learning experiences
- In Nursery staff continue to provide high quality learning experiences based on responsive planning

**Impact**

- In Primary 1 and 2 it was observed that there is a consistent, high quality PBL approach to teaching & learning
- Pupils are motivated and engaged in their learning showing an increase in curiosity
- ACEL Data shows that almost all pupils achieved Early Level Literacy and Numeracy in Primary 1
- Progress & Achievement data shows that most pupils are on track in Primary 2

**Play Based Learning**

Staff to continue to provide high quality, relevant PBL experiences in Primary 1 & 2

Staff to continue to provide high quality, responsive experience in Nursery across all experiences within the playroom and outdoor area

Pupils will continue to be motivated and engaged in their learning

Added to Maintenance Agenda for Session 24/25



### Strategic Priority 3: To build staff confidence in using South Lanarkshire Council's Technology Progressive Skills Framework providing consistently High-Quality Teaching & Learning Experiences across the School and Nursery to improve pupils' knowledge, skills and understanding

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <b>NIF Driver</b> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> 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	<u>SLC Stretch Aims</u>  ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> <li>Evaluation of Curriculum development</li> <li>Evaluation of staff knowledge and confidence teaching Technology</li> <li>Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>To build staff confidence, knowledge, understanding and skills of the South Lanarkshire Council's Technology Skills Framework</li> <li>To develop a consistent approach to the planning and delivering of high-quality Teaching &amp; Learning experiences of Technology knowledge, skills and understanding across School &amp; Nursery</li> </ul>	<ul style="list-style-type: none"> <li>Staff awareness raising and training using the South Lanarkshire Council's Technology Skills Framework</li> <li>ICT coordinator to lead and support staff development and training</li> </ul>	<ul style="list-style-type: none"> <li>Staff and pupil audit pre and post training</li> <li>Quality Assurance of Teaching &amp; Learning across Nursery - Primary 2 to ensure high quality learning experiences</li> <li>Care Plan &amp; Floor Book evidence in Nursery of quality experiences, pupil engagement and attainment in activities</li> </ul>	ICT Coordinator  SLT  Early Years Practitioners  Early Years Team Leader  Class Teachers
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
<u>Technology Progressive Skills Framework Progress</u> <ul style="list-style-type: none"> <li>Staff engaged with SLC framework and digital planners</li> <li>Staff attended drop-in sessions to improve their knowledge in Digital Literacy and Computer Science</li> </ul>			<u>Technology Progressive Skills Framework</u> Staff will continue to use Technology Progressive Skills Framework, providing high quality teaching & learning experiences	

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- Staff have engaged in further Google refresher activities - digital citizenship, artificial intelligence, skills to email and coding
- Staff are providing high quality learning and teaching experiences linked to other curricular areas linking skills to the four capacities and skills framework e.g. Kids Kitchen, P7 Transition STEM activities
- Staff and pupils are working towards achieving a Digital Wellbeing Award
- Some Masterclasses provided for pupils to develop technology skills e.g. knitting, cooking, ICT
- Online Safety presentation provided by Police Scotland for all parents

**Impact**

- Through discussion all staff are becoming more confident in using SLC Technology Progressive Skills Framework
- There is a more consistent approach to the planning and delivering of high-quality Teaching & Learning experiences of Technology through development of knowledge, skills and understanding across School & Nursery
- Pupils are becoming more digital literate
- Parents and pupils more knowledgeable about how to be safe online

Pupils will continue to develop their digital literacy skills by engaging in a variety of high quality learning experiences

Added to Maintenance Agenda for Session 24/25



## Strategic Priority 4: Provide high quality opportunities for Parental Involvement & Engagement across School & Nursery

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> Parent/carer involvement and engagement School and ELC improvement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Improve Health and Wellbeing to enable children and families to flourish</b>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b></p>	<p><b><u>SLC Stretch Aims</u></b>  <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.5 Family learning 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<ul style="list-style-type: none"> <li>• Build a strong sense of School Community through parental and family engagement and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular high-quality opportunities for parental and family engagement</li> <li>• To build a strong sense of Community amongst families where all parents feel involved and included in their pupil's learning</li> <li>• To build a strong sense of pride and value in pupil's learning, attainment and achievements which is celebrated and shared with parents and families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and share a Calendar of activities and events which promote parental and family involvement and engagement in Nursey &amp; School</li> <li>• Host parent and family information sessions e.g. Internet Safety, CoSD</li> <li>• Plan termly Open Curriculum themed Afternoons where parents and families come into school and pupils share their learning. e.g. Literacy, Numeracy, IDL, Technology</li> <li>• Monthly 'St. Bride's Brew &amp; a Blether' where parents and families come into school for informal gatherings with SLT and other parents. (Primary 4 - 7 pupils host on Rota basis)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent questionnaires</li> <li>• Record level of participation from parents and families at organised events</li> <li>• Self-evaluation at end of events and end of year</li> </ul>	<p>SLT</p>



		<ul style="list-style-type: none"> <li>• Establish a Maths Play Backpack lending library to encourage parental involvement in pupil's learning of Maths skills through fun games</li> <li>• Establish Termly 'Play &amp; Stay' sessions for parents and families in Primary 1 &amp; 2</li> <li>• Offer Kitbag Sessions for parents and carers</li> </ul>		
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<b>Progress and Impact</b>	<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>
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<p><b><u>Parental Engagement Progress</u></b></p> <ul style="list-style-type: none"> <li>• Actively share information and communicate with families using a variety of platforms e.g. Parentsportal, email, X (formerly Twitter), Newsletters and School Website</li> <li>• Calendar of events shared with parents detailing school events</li> <li>• Pupils share Termly Learning Targets for Literacy, Numeracy &amp; Health &amp; Wellbeing shared with parents</li> <li>• All Primary 1 parents and some identified Nursery parents invited to participate in Families Connect Programme</li> <li>• Online Safety presentation provided by Police Scotland for all parents</li> <li>• Parent &amp; Carer 'Brew and a Blether' on the first Wednesday of every month to encourage parents and carers to connect with other parents &amp; carers in an informal setting</li> <li>• Pancake Tuesday and Catholic Education Week Prayer breakfasts provided for all parents, carers, extended families, parish priest, pupils and staff to mark significant faith events</li> <li>• Throughout the year each, all classes have responsibility for planning, preparing and leading the Liturgy on First Friday and Holy days of Obligation to celebrate together as a community of faith.</li> <li>• Each month pupils, staff and families celebrate mass together at St. Bride's Parish church with children taking responsibility for bidding prayers and offertory procession</li> <li>• Conferring of Sacraments celebrated with families within the parish community throughout the year</li> <li>• Lending Library established for parents to 'help themselves to a book' and engage in reading for enjoyment</li> <li>• 'Traveling Cribs' provided for each Infant class to promote the Christmas Bible Story with families at home</li> <li>• All parents, carers and families invited to the Christmas Nativity School and Nursery performances</li> <li>• All parents, carers and families are invited to Termly 'Family Learning Afternoons' focusing on a different Curricular area each term</li> <li>• All parents, carers and families are invited to termly 'Play and Stay' in Nursery</li> <li>• Support meetings held regularly throughout the year with parents focusing on Pupils' Progress, Attendance, Additional Support Needs, Pastoral Care pupils and their family</li> </ul>	<p><b><u>Parental Engagement and Involvement</u></b></p> <p>To continue to nurture a strong sense of community and build on the successes of Session 23/24</p> <p>Added to the Maintenance Agenda for Session 24/25</p>
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COMMUNITY FAITH CARING RESPECTED FAIR RESPONSIBLE AMBITIOUS ACHIEVING



- Actively encourage parent helpers and parent voice through a variety of activities e.g. Parent Council, Excursions, Participatory Budget Group, Music Recital, Parent Surveys
- Share weekly details of Home & Family Learning on Google Classroom and via paper as required
- Actively promote Cost of the School Day with parents to support families

**Impact**

Parents have reported:

- An increased sense of involvement in their child's learning and wider life of the school
- Increased and improved communication from school regarding events and their child's learning

Pupils have reported:

- An increased sense of joy and pride that their families are involved in the life of the school

Staff have observed:

- Increased levels of engagement at all events
- Increased sense of community and 'buzz about the school' during family events



## Catholic School Priority 5: Provide High Quality Opportunities & Experiences for Pupils and Families through the Laudato Si School Programme - Yr 2/7

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <b>NIF Driver</b> School and ELC improvement Parent/carer involvement and engagement	<u>SLC Priority (select from drop down menus)</u> <b>Improve Health and Wellbeing to enable children and families to flourish</b>  <b>Empower learners to shape and influence actions on sustainability and climate change</b>	<u>SLC Stretch Aims</u> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b>	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 2.7 Partnership	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<ul style="list-style-type: none"> <li>Continue to develop as a school community through the Laudato Si Schools programme whereas a school community we aim to meet the Holy Father's goal of creating an 'Ecological Education' within our school, where everyone within the school community is called to be a steward of God's Creation</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build on the good practice, knowledge and skills developed through the Laudato Si Programme in Year 1</li> <li>Continue to build and create 'Change for Good' opportunities for pupils to develop good habits which are sustainable</li> </ul>	<ul style="list-style-type: none"> <li>Select theme and quote for use across the whole school which promotes the 'Change for Good' steps outlined in the Laudato Si Programme.</li> <li>Through Prayer, Learning and Action, engage pupils in ecological activities linked to one selected Laudato Si Goal</li> <li>Share learning with pupils at whole school assemblies</li> <li>Share learning with parents through Newsletters and Twitter</li> <li>Share whole school learning journey on Laudato Si wall display</li> <li>Primary 6 &amp; 7 pupils engage in Pope Francis Faith Award with linking their learning to the Laudato Si Schools Programme</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can discuss and explain the Laudato Si 'Change for Good' Pledge</li> <li>Through pupils' action, prayers and deeds we will see the pupils' understanding and participation in activities reflecting the 'Change for Good' Pledge</li> <li>Through the school ethos the principles of Laudato Si Schools' Programme will be evident in the pupils and staff's behavior, attitudes and values and positive relationships throughout the school and with the wider community</li> <li>Evidence in Primary 6 &amp; 7 Pope Francis Faith Award Journals</li> </ul>	SLT  Laudato Si Lead Teachers  School Chaplain

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COMMUNITY FAITH CARING RESPECTED FAIR RESPONSIBLE AMBITIOUS ACHIEVING



- Promote the Laudato Si pledge with parents, families, and the wider community at whole school celebrations of worship. e.g. Mass, Prayer Breakfasts

**Progress and Impact**

**Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda**

**Laudato Si School Programme - Yr 2/7**

**Progress**

- Laudato Si Quotes shared with all staff, classes and parents on a Termly basis
- Primary 6 & 7 pupils enrolled in Pope Francis Faith Award.
- Conferring of Sacraments celebrated with families within the parish community throughout the year
- Pancake Tuesday and Catholic Education Week Prayer breakfasts provided for all parents, carers, extended families, parish priest, pupils and staff to mark significant faith events
- Throughout the year each, all classes have responsibility for planning, preparing and leading the Liturgy on First Friday and Holy days of Obligation to celebrate together as a community of faith.
- Each month pupils, staff and families celebrate mass together at St. Bride's Parish church with children taking responsibility for bidding prayers and offertory procession
- Month of the Rosary marked and celebrated by pupils and staff in October & May through lunchtime rosaries
- Charitable Initiatives
  - Established Mini Vinnies After School Club which raises awareness of and the work of the St. Vincent de Paul Society in the Community organising charitable events throughout the school year.
  - Missio - Champions established in all classes to promote the charitable work of Missio Scotland and work towards achieving the Missio 5 Star Award
  - Annual Food bank collection during Lent
  - Annual Sands STAR appeal at Christmas
  - Wear it Pink Day for Breast Cancer.
- Laudato Si activities linked to Eco Green Flag application. Activities include:
  - Clean up Cambuslang Litter Pick in the Community
  - Waste Free Wednesday - package free lunches and snacks – reusable containers
  - Celebrate Earth Day - Learning & Teaching activities to promote and highlight sustainability
  - Global Action Goals completed by classes.
  - Keep Scotland Beautiful live lessons watched across the school.

**Impact**

- All Primary 7 pupils received the Pope Frances Faith Award (PFFA) for showing 'signs of love' in their daily life, at home, school and the Church community
- Primary 6 pupils enrolled in PFFA and continue to develop their understanding of how they can promote 'signs of love' in their daily lives
- An increased understanding of the actions and responsibilities of Laudato Si to improve the 'Common Good' for all

**Laudato Si School Programme - Yr 3/7**

To continue to raise the profile of Laudato Si around the school and raise awareness of the termly quotes with our pupils and their families.

To continue to raise understanding of the actions and responsibilities of the pupils, combine Eco and Laudato Si Pupil Voice groups.

Yearly calendar of Eco, Laudato Si, Charities and Enterprise to be shared at beginning of school session.

To continue to build on the successes of this year into 2024-25 session

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- Pupils collaborated with the Eco and Laudato Si Pupil Voice Groups, sharing their understanding of how they can make improvements in the environment to improve the future for future generations
- Continued support from Cambuslang Community Council who donated gardening equipment allowing Eco Committee to plant and care for a designated planter on Cambuslang Main Street
- Green Stories competition winner in P5 won £50 for herself and £50 for the school to spend on eco resources

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## Learning Community Priority 6: Using SLC Curriculum Framework identify, highlight and promote the development of pupils' skills through the Four Capacities of Curriculum for Excellence

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b>NIF Driver</b> School and ELC improvement Curriculum and assessment</p>	<p><b><u>SLC Priority (select from drop down menus)</u></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></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<ul style="list-style-type: none"> <li>Following professional discussions of current themes and consultation within the Trinity Learning Community it was agreed that all primary schools would focus on the development of pupils' skills through the Four Capacities</li> </ul>	<ul style="list-style-type: none"> <li>Greater staff understanding, awareness and knowledge of the skills developed by pupils through the Four Capacities</li> <li>High quality teaching and learning opportunities which promote the development of skills</li> <li>Clear, concise, relevant skills identified in Learning Intentions and Success Criteria throughout Learning &amp; Teaching of all Curricular Areas</li> <li>Consistent use of skill language by pupils, parents and staff across Nursery &amp; school</li> <li>Pupils are able to identify and talk confidently about the skills they are learning and developing</li> </ul>	<ul style="list-style-type: none"> <li>Staff, pupil, and parent awareness raising and training of the language relating to skills development of the Four Capacities</li> <li>Recognition and celebration of the skills, knowledge and attributes pupils learn and develop of the Four Capacities at Monthly Capacity Assemblies and on Twitter</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can confidently identify the skills they have learned and how they apply them throughout their learning making them, Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens</li> <li>Staff plan for and identify skills through Learning &amp; Teaching activities sharing skills language</li> </ul>	<p>SLT</p> <p>Class Teachers</p> <p>Pupils</p>

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Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><b><u>Skills for Learning, Life and Work - Four Capacities for Learning Progress</u></b></p> <ul style="list-style-type: none"> <li>All staff engaged in training and awareness raising of the Skills Framework for the Four Capacities.</li> <li>All classes have Skills posters displayed in the class and recording skills developed by children</li> <li>All classes have 4 contexts of learning posters sheet displayed and recording opportunities and experiences</li> </ul> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>Greater staff understanding, awareness and knowledge of the skills developed for pupils through the Four Capacities</li> <li>High quality teaching and learning opportunities which promote the development of skills</li> <li>Clear, concise, relevant skills identified in Learning Intentions and Success Criteria throughout Learning &amp; Teaching of all Curricular Areas</li> <li>Pupils are beginning to identify and talk more confidently about the skills they are learning and developing</li> <li>Consistent use of skill language by pupils and staff across Nursery &amp; school</li> <li>Capacities Certificates shared at Assembly to recognise pupils' achievements of skills</li> <li>Sharing best practice - Staff shared skills development and four contexts for learning during Inservice Day in May</li> </ul>	<p><b><u>Skills for Learning, Life and Work - Four Capacities for Learning</u></b></p> <p>Continue to provide high quality teaching and learning experiences which promote the development of skills through the Four Capacities</p> <p>Added to the Maintenance Agenda for Session 24/25</p>

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

<p><b><u>SLC Stretch Aims</u></b></p> <p><b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b>  <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b>  <b>Cost of the School Day</b></p>						
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
<ul style="list-style-type: none"> <li>Through robust analysis of our data, 18 of our PEF pupils are not on track for Talking and Listening and one</li> </ul>	<ul style="list-style-type: none"> <li>0.6 Teacher April 23 – March 24 - <b>£40,159</b></li> <li>39 days Teacher Supply - <b>£9750</b></li> </ul>	<ul style="list-style-type: none"> <li>To raise attainment in Talking &amp; Listening for our targeted group of pupils (18 pupils from P2 – P7) and improve confidence and engagement in Talking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>Audit Talking and Listening across the school</li> <li>NELI for Primary 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post Questionnaires</li> </ul>	<div style="background-color: yellow; width: 100%; height: 20px;"></div>	<div style="background-color: green; width: 100%; height: 20px;"></div>

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<p>pupil has significant communication difficulties</p>	<ul style="list-style-type: none"> <li>Talking &amp; Listening Programme and Resources</li> <li>Play Resources -</li> </ul>	<ul style="list-style-type: none"> <li>To raise attainment at Early Level through Early Intervention with Primary 1 pupils</li> </ul>	<ul style="list-style-type: none"> <li>FLIPP - Primary 1</li> <li>Provide high quality opportunities to develop Talking &amp; Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring using Benchmarks</li> <li>Observations of pupils' engagement and confidence in Talking &amp; Listening across the Curriculum</li> </ul>		
<ul style="list-style-type: none"> <li>Attendance Data shows that 21 PEF pupils from Primary 2 to 7 have an attendance below 90%</li> </ul>	<ul style="list-style-type: none"> <li>0.6 Teacher as above</li> </ul>	<ul style="list-style-type: none"> <li>To improve attendance by 2% for each pupil in the targeted group and close the gap by a further 0.5 %</li> </ul>	<ul style="list-style-type: none"> <li>DHT/Equity Lead will monitor attendance weekly with input from Support Staff and Class Teachers</li> <li>Work as part of SLC Test for Change Group (Year 2/2)</li> </ul>	<ul style="list-style-type: none"> <li>Robust tracking of attendance throughout the year</li> <li>DHT/Equity Lead to give staff a monthly update</li> </ul>		
<ul style="list-style-type: none"> <li>Develop Parental Involvement and Engagement through Family Learning and Parental Support Programmes</li> </ul>	<ul style="list-style-type: none"> <li><b>£3350</b></li> </ul>	<ul style="list-style-type: none"> <li>To establish parental-pupil-school positive interactions and relationships which are responsive to the needs of pupils and their families</li> </ul>	<ul style="list-style-type: none"> <li>Families Connect - Nursery to Primary 2. (SST and DHT)</li> <li>Play &amp; Stay in Primary 1 and 2</li> <li>Kitbag Sessions offered to families</li> <li>'Brew and a Blether'</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of parental engagement and involvement at all events</li> <li>Parental questionnaire and evaluation</li> </ul>		
<ul style="list-style-type: none"> <li>To enhance Health and Wellbeing through our Cost of the School Day to ensure all pupils can take part in school trips, activities and residential</li> </ul>	<ul style="list-style-type: none"> <li><b>£12,603</b></li> <li>Supported Study <b>£6000</b></li> </ul>	<ul style="list-style-type: none"> <li>All pupils residing in SIMD 1 and 2 and receiving FME given the opportunity to engage in and participate in wider experiences</li> <li>Increase in pupil engagement at After School Clubs.</li> <li>Increase in Pupil Experiences in Educational Outings</li> </ul>	<ul style="list-style-type: none"> <li>Lockerbie Manor Residential P7</li> <li>Gymnastics</li> <li>Dance</li> <li>Athletics</li> <li>Art</li> <li>Lego</li> <li>Chess</li> <li>Swimming</li> <li>Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of pupil engagement at all events</li> <li>Pre and post questionnaire</li> </ul>		



• Participatory Budget Spend to be decided by October 2023	• £6327					
	TOTAL SPEND (incl carry forward) £84,489					

<b>Progress and Impact</b>	<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>
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**Talking and listening**  
**Progress**

- Members of SLT, all P1 teachers, and P2 support staff trained in NELI.
- Nurture group for P1 and P2 and Nurture Talk group introduced for P4-P7 in October 2023 and April 2024 for P2 and P3
- Kitbag - Additional targeted kitbag groups.
- Pupil voice group – Participatory Budget
- Pupils given opportunities to lead in Assembly
- Spotlight on Learning and Reading
- Support Staff trained in Nurture May 2024

**Impact**

- Through targeted Early Intervention, data showed that all pupils who initially struggled to listen to instructions and follow routines and who attended the Nurture Class achieved the required score on NELI Assessments, partly due to the routine, consistency and strategies in place in Nurture which were then transferred into the class.
- All pupils who attend Nurture can say what the listening rules from NELI and are and aware of the skills of a good listener
- 13 pupils attended Nurture and Boxall assessments showed that almost all pupils had made a positive impact on their targets.
- 4 pupils attended Nurture Talk in Term 4 and all 4 pupils expressed that they felt this helped build their confidence and gave them the opportunity to talk about their worries and emotions
- 14 pupils from P4 – P7 attended Nurture Talk Sessions and evaluations and discussions with pupils showed that their was an increase in confidence and self-esteem

**Talking and Listening**

- Due to the success of Nurture for Primary 1 and Primary 2, this will continue to be offered and a Priority in Session 24/25 and added to our PEF Priorities
- Nurture Talk and Kitbag offered to pupils from Primary 2 – 7 when/if required
- Whole class approach to NELI in session 24/25
- Language to Literacy Programme for Primary 1 pupils in Session 24/25



### Attendance

#### Progress

- School attendance a priority for **all**
- Part of 'Test for Change' Year 2 across the Local Authority to improve attendance through collaboration with primary and secondary school across the Local Authority and West Partnership
- Robust monitoring and tracking of attendance
- Positive school climate - ensure the pupil when returning after an absence is greeted in a positive manner
- Connect with families - Understanding the background/reason by building positive relationships with families. Knowing who our families are. Supporting Families.
- Monitor and understand attendance trends across the school and with individual pupils/families
- Educate families on the importance of attendance and how low attendance is linked to low attainment and pupil to pupil relationships

#### Impact

- In May 2024, 18 of our 21 pupils had an increase in attendance.
- 3 pupils had an increase of more than 10% and 1 pupil had an increase of 14%
- 9 pupils had an increase of more than 5%
- One pupil is below 70% (67%)
- 2 pupils have decreased their attendance by 6% due to family holidays in Pakistan (77.3% and 83.4%)
- Staff continue to have more empathy for families and pupils.
- Updated Attendance Policy
- Test for Change – Year 1 and 2 journey presented to colleagues across the Primary and Secondary Sector in May 2024
- 

### Parental Engagement

#### Progress

- Calendar of events shared with parents.
- Families Connect with Primary 1 Parents October 2023 to December 2023.
- Across the schools in this area this was the highest response to this activity.
- Brew and a Blether on the first Wednesday of every month.
- Family Learning Afternoon
- Attendance meetings.
- Parents meetings

### Attendance

- Priority on our whole School and Quality Improvement Plan for Session 24/25
- Targeted Intervention Group as a PEF priority
- Continue to promote a positive supportive climate with regards to school attendance
- Formal Intervention Plan for low attenders in Session 24/25

### Parental Engagement

- Calendar of event to be shared with parents for session 24/25
- Family Connect group to take place in session 24/25 due to the success and positive feedback from parents
- Brew and a Blether to continue the first Wednesday of every month.
- Family Learning Afternoons
- Attendance meetings.
- Parents meetings
- ASP meetings
- Participatory Budget Group



- ASP meetings
- Cost of the school day
- Parent Council
- PB Groups
- Parent Surveys
- Emotional Support meetings

#### **Impact**

- An improved sense of community as more parents and families attended school events
- 15 families signed up for Families Connect and most engaged weekly. Evaluations showed that all parents felt the sessions were beneficial to support their pupils at home and all parents stated that they enjoyed the time they spent with their pupil on the various activities. It was also highlighted that this was more successful in St. Bride's than in any other school in this area due to the high level of engagement

#### **HWB and COSD**

##### **Progress**

- Cost of School Day position statement updated.
- Excursions paid for through PEF
- Halloween not to dress up
- Free raffle tickets to all pupils
- Rake and take – uniforms
- Morrisons Christmas Support
- SVDP Support throughout the year
- Support from Parish Priest
- Access to snacks
- P7 residential
- Swimming for P6
- As a school we celebrated all our sporting achievements at Assembly, on (X) Twitter and as part of our pupils' personal achievements and whole school achievements.

##### **Impact**

- A high uptake of families requiring financial support due to the high cost of living and signposted to Foodbanks ensuring no families go hungry
- 12 pupils were able to attend P6 Swimming Due to PEF Funding
- 13 pupils were able to attend P7 Residential due to PEF Funding
- A few families were supplied with school uniforms and winter clothing to reduce clothing related peer pressure and ensure all pupils feel a sense of belonging

#### **HWB and COSD**

- This will continue to be a priority for session 24/25 due to the high uptake of families requiring financial support due to the high cost of living. Some families have benefited from winter clothing and school uniforms throughout the year.
- Continue to review Cost of the School Day Policy and signpost families to financial support



- All pupils were able to participate in all school events and no pupil was disadvantaged due to poverty
- We had our biggest number of pupils take part in afterschool clubs which they had chosen through their pupil voice groups. We also had some of our pupils lead some clubs and take a leadership role alongside the instructors and coaches.
- Our Netball Team won lots of games at the many tournaments they attended, and our Cross-country Runners and Athletics Team were placed from 1<sup>st</sup> to 6<sup>th</sup> place.
- Our biggest achievement in 2023/24 was the uptake of pupils who participated in sports, not only in school, but engaging beyond the school, from Irish Dancing and Taekwondo to Girls and Boys Football.
- Improving Health and Wellbeing through Sports has allowed us to promote healthy lifestyles, pupils further develop their communication skills, through interacting with others and being part of a team, as well as improved physical and mental health.

#### **Participatory Budget (PB)**

##### **Progress**

- Consultation with PB Group and Parents/Carers emailed for their views and came up with PB Options
- Parents and Carers sent a Google Form
- Pupils asked to choose and recorded using Tally Marks

##### **Impact**

- Pupils will have a better access to science resources to improve their knowledge and skills for Science in Session 24/25
- Provides sustainability for science to be taught for years ahead

#### **Participatory Budget (PB)**

- STEAM to be set up for P1 to P3 and P4 to P7 to allow pupils to engage with science resources and lead their own learning through enquiry and interactions
- A variety of STEAM Clubs to take place after school or at lunchtime
- 5% of our Pupil Equity Fund will be used to fund our PB in consultation with pupils, parents and our PB Group



## Maintenance Agenda

Key Actions	Relevant stakeholder involvement	Timeline for completion
<ul style="list-style-type: none"><li>Continue to ensure that our pupils are safe, healthy and nurtured (GIRFEC &amp; Pupil Protection)</li></ul>	All Staff	Ongoing
<ul style="list-style-type: none"><li>Continue to develop Play Based Learning in Primary 1</li></ul>	Primary 1 class teachers	Ongoing
<ul style="list-style-type: none"><li>Revise Writing Criteria Marking Grids to match Benchmarks</li><li>Focus on Tools for Writing in all areas of Literacy</li></ul>	All class teachers	June 2024
<ul style="list-style-type: none"><li>Focus on high quality Learning Intentions &amp; Success Criteria used in all Teaching &amp; Learning experiences</li></ul>	All class teachers	Ongoing
<ul style="list-style-type: none"><li>Continue to develop Number Talks strategies through high quality Teaching &amp; Learning</li></ul>	All class teachers	Ongoing

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