

SAINT JOSEPH'S PS SCHOOL IMPROVEMENT PLAN

2025 / 2026



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

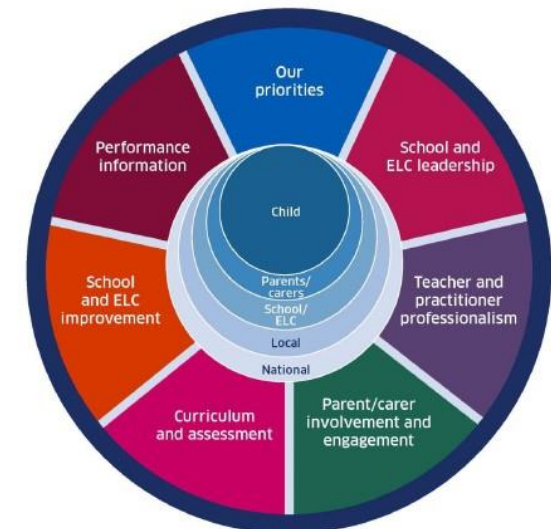
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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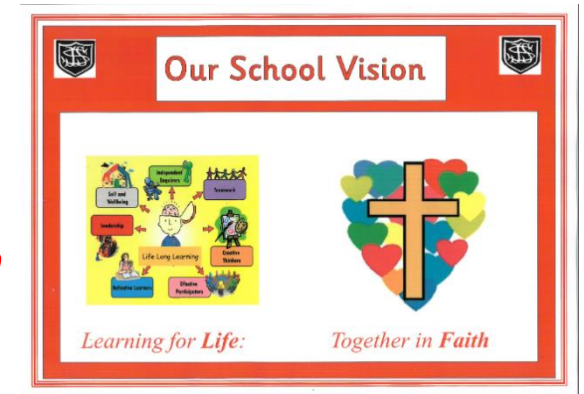
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Values



Our School Vision

*Learning for **Life**: Together in **Faith***



Our Values

Kindness Honesty Respect
Love Creativity Resilience



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Our School Aims

Our Vision

Learning for Life, Together in Faith

Here at St. Joseph's, we strive to promote an ethos based upon our Gospel Values and our shared commitment to Lifelong Learning.



Our Values



Our Aims

To build the capacity for **successful learners** by fostering an ethos of ambition for all learners in an inclusive, safe and nurturing environment.

To build the capacity for **confident individuals** by developing resilience in every child and promoting confidence, independence and creativity in our learners where individuality is celebrated.

To build the capacity for **responsible citizens** by creating and nurturing effective partnerships with our families, parish and wider community.

To build the capacity for **effective contributors** by embedding opportunities to hear our pupil voices and to empower our learners through decision making opportunities to make change and by designing a progressive and relevant curriculum which develops skills for life and meet the needs of all.



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Curriculum Rationale

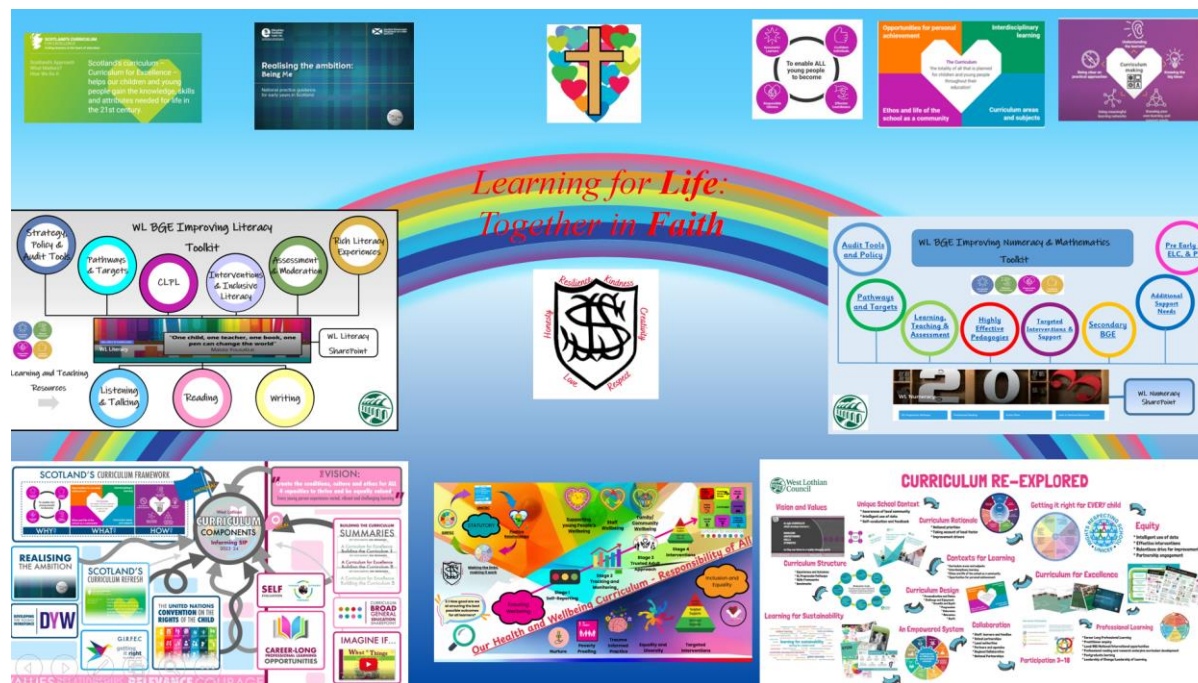
Please access the St. Joseph's PS Curriculum Rationale at:

<https://stjosephsprimarylinlithgow.westlothian.org.uk/article/15303/School-Documents>

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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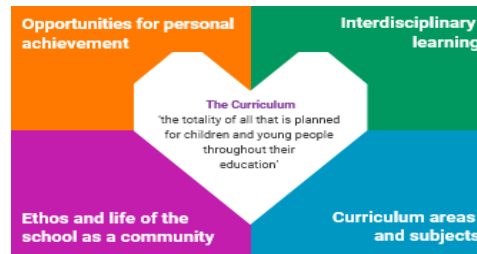
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St. Joseph's Curriculum Rationale

P7 Leadership Team with action plan who deliver Assemblies, lead pupil participation groups and lunch time clubs.
 P7 leading learning through Masterclass programme.
 Opportunities for leadership across P1-7 through participation groups linked to SIP priorities.
 Achievement Assemblies and St. Joseph's Stars Wall of Fame established to celebrate pupil successes.
 Online pupil profiles that showcase achievements both in and out of school.
 Regular school and class newsletter SWAYs shared to celebrate pupil successes.
 Weekly class posts on X (Twitter)
 Hot chocolate Friday and Golden tickets used to celebrate success with SLT.
 Wide range of after school and lunch time club opportunities developed following pupil feedback.
 Regular opportunities for pupil learning conversations and wellbeing check ins.

Parents as partners – Cake and Curriculum sessions, Stay, Play & Learn sessions, Joseph's Journey opportunities, Parental Consultations, Family Learning opportunities, regular newsletters, E surveys and Twitter. Positive Relationships Policy.
 Strong links and participation with Parish Family through Sacramental Programme and charity work.
 Pupil leadership committees operating across our school community, impacting positively on our improvement journey.
 Effective partnerships developed with local organisations, businesses and charities to support authentic pupil leadership opportunities.
 Pupils actively involved in creating ethos, culture and priorities of new Sinclair Cluster
 Pope Francis Faith Award Participation in P6 & P7.



Outdoor learning opportunities embedded to extend and promote learning.
 Digital learning opportunities embedded across the curriculum and used as an effective home school link using TEAMS & SEESAW.
 Meaningful and relevant links to developing the young workforce and high aspirations for all evident in curricular planning and learning experiences, including direct teaching of meta skills.
 STEM action plan used as a road map to promote exciting STEM learning experiences through Young Stem Leaders Programme.
 Staff working collegiately to develop Project based learning approaches incorporating Learning for Sustainability, that are relevant to the interests, skills and aspirations of our learners.
 Strategic development of the IDL curriculum with pupils empowered to influence planning and learning experiences.

High quality learning experiences being consistently delivered.
 A collegiate approach to planning to ensure consistency and progression through moderation and assessment.
 Embedding motivating and challenging Literacy and Numeracy experiences (including the Building Thinking Classrooms Approach)
 A wide range of assessment tools and strategies used to gather evidence about a child's progress in learning and establish clear next steps.
 Continue to develop our curriculum to ensure it is meeting the needs of our learners and community through collaborative, research based professional enquiry.
 Health and Wellbeing – Responsibility of All

Relationships



Learning through the four Contexts at St Joseph's

Opportunities for personal achievement



Interdisciplinary Learning



The Curriculum
'the totality of all
that is planned for
children and young
people throughout
their
education'
#learningforlife

Ethos and life of the school as a community



Curriculum areas and subjects



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Contextual Data Analysis and Rationale for 2024/25 that informs School Improvement Plan 2025/26

Background

At the heart of our school's approach is having the highest belief and expectations for every learner. The school had a positive validation of its work by WLC in 2017. The VSE team identified the following key strengths: High quality learning and teaching and a staff team who have a clear understanding of the school's strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learners, parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philpstoun and Bridgend. The school role is currently 95 incorporating a 5 class structure in the session. The school currently sits in Decile 9 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 12.7% of the school role with 16% of our pupils being supported by a school clothing grant. The Head Teacher is supported by a Principal Teacher who has one day out of class per week to undertake management responsibilities. In addition, there are 4 class teachers and a Support for Learning Teacher who has two full days allocated to Support for Learning. The school benefits from a P.E. Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community. Attainment in St. Joseph's has remained consistently high with pupils continuing to make very good progress showing great resilience and agility in their learning. A number of effective interventions are in place to support our pupils and have shown a positive impact on learners. Regular Excellence and Equity tracking meetings ensure that interventions are well planned and delivered to close any learning gaps. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. Recently, the school achieved reaccreditation for the Gold Sports award in recognition of its commitment to sport and fitness across the school community. We also achieved reaccreditation for our Eco schools Award where our excellent practice in growing food for our local foodbank and our sustainable Christmas school Fayre enterprise projects were particularly highlighted. We have also attained Gold Reading status last session which highlighted our commitment to creating a literacy rich environment for all our pupils through the promotion of a love for reading. We also became a Gold Rights Respecting school demonstrating our commitment as a school community to the promotion of children's rights and pupil voice in the improvement journey of our school. The community of Linlithgow, our parish and our parents and carers are very proud of their school, and we will continue to work in partnership with a range of stakeholders from our local community and beyond to ensure that our young people are given varied opportunities to develop skills for learning, life and work.



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Data

Our school values and utilises its data to inform improvements and interventions needed for our learners. Our data shows that overall, attainment in literacy and numeracy is consistently strong with over 85% of pupils in almost all classes attaining appropriate CfE levels in listening & talking, reading and writing with the exception of P3. The school has continued to review and refine its learning pathways across literacy and has observed that despite interventions and the introduction of a whole school approach there is still further scope to develop the writing curriculum, to take into account the individual needs of learners within classes across the school. Our data indicates that tailored interventions at particular stages of the school are required to maintain a consistent focus of developing children's understanding of number and number processes, particularly next session at P4, P6 and P7. At first level our data suggests that a small group of children in P4 will require ongoing support with their ongoing vocabulary development and phonetical awareness to further promote their literacy skills and listening and talking abilities to ensure they remain on track.

Our learners through self-reporting and teacher tracking showing high levels of wellbeing across the wellbeing indicators and our now embedded one trusted adult approach and learning conversations help us to support any dips in wellbeing. Our engagement levels remain high across all curricular areas with pupils showing strong digital skills and an increased agility in their learning applying skills across the curriculum again as evidenced below. Within our Pupil Ethos Survey, most pupils reported positively about the work of the school with 100% of pupils reporting feel safe and 100% of learners indicating that they have a One Trusted Adult to support them. 96% of pupils also reported that staff regularly set targets with them and talk to them about how to improve their learning showcasing the success of our regular learning conversations and profiling opportunities as well as the power of effective teacher feedback with 94% of learners indicating that regular feedback from staff helped support them to progress. 98% of pupils indicated that they had the opportunity to learn about rights and these rights were protected and promoted by the school showcasing our ongoing commitment to embedding our Gold Rights Respecting status. 92% of our learners reported an increased awareness of costs associated with the school day and the school's actions to prevent this becoming a barrier to participation in activities and is reflective of the school's approaches to promoting equity for all. Although all responses are well above the WL response rate we will aim this year to target our lowest pupil response rate around the effectiveness of the school in dealing with bullying which at 86% was considerably lower than other categories in the survey despite the refresh of our Relationships policy and our Health and wellbeing mini champs launching their anti-bullying code this session. This response rate was however similar to the previous year and 15% above the WL response rate.

Engagement	Reading	Writing	Listening & Talking	Numeracy	Maths
Green	96.88%	94.8%	94.8%	95.84%	95.84%
Amber	2.08%	4.16%	4.16%	3.12%	3.12%
Red	1.04%	1.04%	1.04%	1.04%	1.04%



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What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our school is committed to closing attainment gaps and adding value to every child's learning journey. Our identified children experience gaps in their learning due to specific learning barriers and ASN's. Our target groups will be for identified children who experience barriers in literacy and numeracy due to identified and diagnosed ASN's. Our school data also shows that the percentage of pupils with an identified diagnosis or barrier to learning is higher than that of the Local Authority figure. This particularly refers to children with a diagnosis of ASD, dyslexia and social and emotional behavioural difficulties. These children often require increased support to regulate their emotions and readiness to learn. Our PEF planning tool allows us to plan to meet the needs of pupils who have a poverty related attainment gap within the school. Almost all PEF pupils are on track with their learning and are supported to ensure that they are accessing wider school experiences. **PEF pupils not on track have individual interventions to target any gaps.** Writing remains our lowest attaining curricular area across the school and will be a continued focus in our improvement journey this session as well Reading particularly in P4, P6 and P7. Pupils' enjoyment in Numeracy and Maths will continue to be a focus area for us this year with targeted additional supports in numerical fluency in P4, P6 & P7 in particular.

Summary/overview of proposal & non-negotiable outcomes

Relationships with children and their families remain central to our plan; we know our learners and work in partnership with them and their families to raise aspirations, confidence and remove potential barriers through a culture of kindness and compassion. We have an identified Pupil Support Worker (PSW) to provide focussed literacy and numeracy interventions across all classes to provided additional support in Literacy and Numeracy. The CT, SFL Teacher and PSW will focus on small target groups of identified children who have not yet reached the expected level in line with National Expectations. This will involve support for learning work, targeted supports in spelling, phonological awareness, acquisition of reading skills and Numeracy Interventions. Additional measures will also be implemented to support pupil health and wellbeing such as small group nurture setting, mindfulness approaches and outdoor learning sessions. All staff were trained in Trauma informed Practice and Zones of Regulation this session to ensure that pupils feel supported and ready to learn.

Attainment 2024/25						
Class	Reading	Writing	Listening and Talking	Literacy	Numeracy	Maths
P1	100%	100%	100%	100%	100%	100%
P2	100%	100%	100%	100%	100%	100%
P3	77.78%	77.78%	100%	77.78%	77.78%	77.78%
P4	100%	100%	100%	100%	100%	100%
P5	84.62%	92.31%	92.31%	84.62%	84.62%	84.62%
P6	84%	76%	92%	76%	80%	80%
P7	92.31%	92.31%	92.31%	92.31%	92.31%	92.31%



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Curriculum for Excellence Levels 2024-25 – Achievement of expected level at P1, P4 and P7 overtime*

Primary 1	Session 21-22	Session 22-23	Session 23-24	Session 24-25
Reading	100%	100%	100%	100%
Writing	100%	100%	100%	100%
L & T	100%	100%	100%	100%
Numeracy	100%	100%	100%	100%

Primary 4	Session 21-22	Session 22-23	Session 23-24	Session 24-25
Reading	92.31%	80.77%	92.31%	100%
Writing	92.31%	76.92%	92.31%	100%
L & T	100%	92.31%	100%	100%
Numeracy	84.62%	80.77%	92.31%	100%

Primary 7	Session 21-22	Session 22-23	Session 23-24	Session 24-25
Reading	100%	100%	100%	92.3%
Writing	93.75%	100%	95%	92.3%
L & T	100%	100%	100%	92.3%
Numeracy	93.75%	93.33%	100%	92.3%

Summary of Attainment Data overtime for 2024/25:

- All children in P1 & P4 are on track with all elements of literacy.
- Almost all children in P7 are on track with all elements of literacy.
- All children in P1 & P4 are on track with Numeracy & Maths.
- Almost all children in P7 are on track with Numeracy & Maths

Summary of Attainment Data P1-7 for 2024/25

- Interventions in writing have supported improvements in attainment but this remains our lowest performing curricular area in P3, P5, P6 & P7 & will continue to be a target area next session.
- Pupil feedback on BTC approaches has saw pupil enjoyment & participation in Maths improve. Most pupils have achieved expected levels in Numeracy & Maths, but targeted interventions will need to continue with groups in P3, P5 & P6 as they move forward next session to close any gaps
- Learners in P6 who have identified additional support needs that negatively impact their readiness to learn will continue with support package.

Identified Gaps for session 2025/26

- Targeted interventions for identified pupils in Reading for pupils in P4/P6/P7 next session
- Writing attainment remains a targeted area for improvement in P4/P6 & P7 as we continue to embed genre skills. PSW ongoing support will be timetabled & digital tools used to support ASN learners following staff training this session.
- Numeracy interventions are planned to improve numerical fluency for identified learners in P4, P6 & P7 using Dynamo Maths as an intervention tool.
- Majority of PEF learners on track but any not on track will have bespoke packages of support to support any gaps in experiences or learning.
- Tailored programmes of work to continue for pupils with complex additional support needs in P7 using a miles-stone curriculum pathway.
- Significant groups of pupils across our school exceed expected levels of attainment and need challenge activities to stretch and extend their skills.



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Saint Joseph's Primary - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: To further develop pupil confidence is assessing and communicating information regarding own wellbeing and their rights.	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	HWB/Equity Champion – Catherine McGuigan PE Champion – Kerrie Anne Scott <ul style="list-style-type: none"> Continue to embed the UNCRC across the curriculum through Assemblies, displays and project-based learning following Gold accreditation Pupil leaders trained in restorative practice to begin as peer mediators Harvest Shine data from P6 & P7 pupils and use this to inform our Assembly programme for session Revisit our newly launched positive relationship policy in line with new WL guidance and develop a graphic to support pupil & parental understanding. Continue to develop our approach to food technologies to ensure that learners have an increased understanding of the importance of a healthy diet through practical opportunities by re-establishing our cooking kitchen. Continue to use HWB, attendance & engagement tracking data through Power bi to support learners and families and develop a suite of resources to support this. Further promote our new staff HWB Padlet to promote staff self-care & spiritual wellbeing through our Pilgrims of Hope programme Develop a programme of Family learning opportunities to support the emotional, mental and physical wellbeing of pupils including a Family support drop in and new family support Padlet 	Ongoing Sept 2025 Sept 2025 Dec 2025 June 2026 Oct 2025 May 2026 Oct 2025	<ul style="list-style-type: none"> Almost all children (95% or above) are able to accurately self-report using the WLC wellbeing tracker with most teacher judgements matching pupil self-reporting. Pupils will demonstrate their improved emotional literacy and resilience through one trusted adult conversations, check ins & learning conversations Observed improved resilience of learners when faced with challenges in learning/friendships Shared language between staff team and development of shared visible consistencies and restorative approaches Almost all pupils track green across the 4 participation arenas Parental/pupil Questionnaires used to provide feedback on family learning priorities Pupils and our community can talk about Rights and are aware of Class Charters, Right of the Week, RRS Committee. Almost all staff report positively in response to staff wellbeing questionnaires and can find appropriate sources of wellbeing support for themselves and colleagues.
Raising attainment for all, particularly in literacy and numeracy(universal): To further embed the WLC Literacy strategy by developing a culture of reading & writing across the school supported by improved pedagogy.	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	Literacy Champion – Alison Taylor <ul style="list-style-type: none"> To review teaching approaches to listening & talking to ensure skills development across the school and to agree assessment strategies for listening and talking through professional dialogue Continue to embed teaching approaches and assessment and moderation of reading & writing using the 4 contexts of learning to engage learners. Continue to embed our positive reading culture following our Gold accreditation by engaging with parents, local library and author live sessions and refreshing class library spaces. To embed the use of literacy Bump it up Walls & learning walls in classrooms to showcase progression and achievement. 	Sept - March 2026 April 2026 April 2026 Sept 2025	<ul style="list-style-type: none"> Meeting stretch aims and above in reading, writing and numeracy at every stage through excellent learning and teaching and targeted interventions for those not on track. Increased number of pupils attaining second level literacy & numeracy skills before transitioning to secondary school An increased number of pupils will be engaged in writing experiences across a range of genres & are able to use feedback to improve Ongoing Moderation activities demonstrate growing staff confidence in using core and genre Writing targets & achievement of a lev



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<p>To develop increased staff confidence in planning and delivering progressive numeracy and mathematical experiences through the development of improved shared pedagogy which will nurture pupil love and enjoyment for Maths & Numeracy</p>		<p>. Numeracy Champion – Carol Grant</p> <ul style="list-style-type: none"> To continue to build a common pedagogical approach using BTC to promote learner enjoyment and progression in Maths and Numeracy. Staff to embed the use of non-permanent surfaces and randomised groupings and continue to work on de-fronting classrooms, building thinking questions and the development of rich tasks with cluster colleagues. That promote meta skills and cooperative learning. Staff will continue professional reading & practitioner enquiries to support meaningful change in pedagogy through supportive peer dialogue Numeracy lead & Staff to develop a progressive whole school maths strategy to support the development of mental Maths skills & numerical fluency through regular retrieval practise & rich tasks Continue to build capacity in Numeracy leads through their Network and for them to build a suite of resources by level and curricular organiser to support practitioners Staff will continue to work collegiately and with their cluster using baseline assessment information in Maths & Numeracy to plan effective learning episodes to close any learner gaps 	<p>June 2026</p> <p>Aug- June 2025</p> <p>March 2026</p> <p>Ongoing</p> <p>March 2026</p> <p>Ongoing</p> <p>June 2026</p>	<ul style="list-style-type: none"> Pupil & staff survey evidence pre and post implementation of approaches demonstrate improved pupil enjoyment and engagement in Maths and teacher confidence in using approaches. Staff feedback from practitioner enquiries & professional reading around Building Thinking Classroom approaches. Almost all pupils will be able to communicate their mathematical thinking in number talks sessions and apply this numerical fluency to problem solve. All learners will experience high quality learning & teaching in Numeracy which will be validated by peer, SLT & cluster heads QI visits. Self and peer assessments in jotters and learning conversations will demonstrate an improved pupil understanding of their targets and next steps in mathematical learning.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Provide targeted interventions for identified pupils across the school. Ensure that attainment remains above 85% for all pupils.</p>	<p>☑ School and ELC Improvement</p> <p>☑ School and ELC Leadership</p> <p>☑ Teacher and Practitioner Professionalism</p> <p>☑ Parental Engagement</p> <p>☑ Curriculum and Assessment</p> <p>☑ Performance Information</p> <p>support identified pupils across the school.</p>	<p>Equity Champion – Laura Farrell</p> <ul style="list-style-type: none"> See PEF plan* for detailed interventions. Use tracking and monitoring, professional dialogue and learner conversations to build knowledge and awareness of 'gaps' for identified pupils and tailor interventions to provide progression in learning. PSW and SFL teacher support focus groups in Literacy and Numeracy Following training this session staff to use digital literacy & numeracy support tools to close learner gaps. Staff team to embed our equity strategy & evaluate our progress through cluster equity thematic review Continue to explore additional support needs through Assembly programme to support pupil understanding of equity 	<p>Sept 2025 & then ongoing</p> <p>Ongoing</p> <p>Jan 2026</p> <p>April 2026</p> <p>June 2026</p>	<ul style="list-style-type: none"> Baseline assessments information August 2025 and action plans for groups/individuals Daily Wellbeing check ins for all and targeted soft start for identified learners to ensure readiness to learn Pupil learning/one –trusted adult conversations to support fluctuations in pupil wellbeing Parental feedback and engagement in IEP & CPM process Termly E & E Information and actions Re-evaluation of policy surrounding reducing the cost of the school day/refreshed equity statement.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To improve and develop digital literacy skills for staff and learners to enable a more agile and blended approach to learning</p>	<p>☑ School and ELC Improvement</p> <p>☑ School and ELC Leadership</p> <p>☑ Teacher and Practitioner Professionalism</p> <p>☑ Parental Engagement</p> <p>☑ Curriculum and Assessment</p> <p>☑ Performance Information</p>	<p>Digital & STEM Champion – Jade Telfer</p> <ul style="list-style-type: none"> To embed our digital pupil profiling to support our agile learning culture & pupil progress by showcasing latest and best work. To continue to improve the range of digital tools and resources available to learners to support the development of their digital skills and pupil leadership of this through masterclasses 	<p>June 2026</p> <p>June 2026</p>	<ul style="list-style-type: none"> All pupils can add to their digital profile to showcase latest and best work All pupils are able to access learning using digital platforms in TEAMS (P4-7) and Seesaw (P1-3) and can use them to showcase learning successes



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To continue to develop pupil's skill development across the curriculum		<ul style="list-style-type: none"> To embed STEM learning through our participation in Nil by Mouth/Stem Together and the embedding of Young Stem Leaders programme 	June 2026	<ul style="list-style-type: none"> Almost all pupils can name the digital skill that they are developing and can explain how they can use that skill in the future Surveys and focus groups highlight learners are more confident, innovative and responsible in their use of technologies. Pupil. Staff & parental feedback on digital profiling formats. Classroom observations of pupil engagement in learning which demonstrates STEM/STEAM centred activities (teacher planning/curriculum rationale)
		<p>Other Priorities:</p> <p>Developing the Young Workforce Champion – Eleanor Lawton</p>		
		<ul style="list-style-type: none"> Further link Pupil participation groups & leadership roles to the school's improvement agenda so that pupils voice can positively impact the journey of the school 	June 2026	
		<ul style="list-style-type: none"> To further embed learning for sustainability across the curriculum by using outdoor spaces, our outdoor classroom and the local community and re-new our Eco school's accreditation 	April 2026	
		<ul style="list-style-type: none"> Pupils to embed Meta skills and their application to their learning. 	June 2026	
		<ul style="list-style-type: none"> Following a review of IDL learning approaches staff are to incorporate project-based learning which would create more opportunities for personalisation and choice 	June 2026	
		<ul style="list-style-type: none"> All pupils to continue to explore different careers through a career's fayre & visits. 	June 2026	
		<ul style="list-style-type: none"> To continue to support our pupils Faith journey through our Pilgrims of Hope events, PFFA & Committees 	Feb 2026	
				<ul style="list-style-type: none"> Staff/pupil dialogue to create pupil committee action plans Increased pupil awareness of meta- skills High levels of parental engagement with family learning events. Tracking levels in participation show improved levels of pupil engagement Staff /pupil questionnaires DYW skills framework evident in classrooms and through quality assurance visits



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