

## Bridge of Weir Primary



# STANDARDS AND QUALITY REPORT

## June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Susan Bell

Head Teacher



## OUR SCHOOL

Bridge of Weir Primary School and Early Learning Childcare Centre (ELCC) is a non-denominational school and pre-5 centre which serves the village of Bridge of Weir. The current school building opened in 1970 and houses a gym hall and lunch hall. The school accommodates 15 individual classrooms which are large and bright, and 3 general purpose rooms.

The school building was renovated in 2004 to provide an ELCC which has a bright and welcoming environment. This provides excellent opportunities for collaboration between ELCC and Primary 1 staff and maximises opportunities for transition to Primary 1.

There are excellent school grounds with tarmac playgrounds, extensive grass areas including a full-size football pitch, mature trees, grassed areas, activity trails, a poly-tunnel, allotments for gardening, an outdoor classroom in our fabulous, Secret Forest and logged seating areas across the playgrounds.

The playground continues to be developed with the support of our local community and Parent Council. Our grounds provide curricular extension for learning outdoors, sports, play and promoting health and wellbeing. Next session we will be taking this further as we work with Learning Through Landscapes to develop the Outdoor Learning curriculum and diversity of play opportunities at break and lunch.

Bridge of Weir Primary has a roll of 432 and an Early Learning Class with a capacity for 60, 3–5-year-olds.

This session there are 16 classes in the school making use of one of our general-purpose rooms as a classroom.

Our school and ELCC provide a safe, happy and friendly environment where we promote positive relationships. We are confident in our approaches to learning and teaching, and we work with all stakeholders to achieve the very best for our children.

Our Parent Council are extremely supportive of the school and our School Council and other pupil groups work hard to make Bridge of Weir Primary and ELCC an excellent place to learn. Both Parent and School Councils are active in shaping the curriculum to meet the needs of our learners.

We have an exciting and engaging curriculum and offer high quality science, technology, engineering and maths (STEM) across the school. Our children report high levels of engagement in their lessons and enjoyment of their school. Our STEM and enhanced music opportunities would indicate that we are really a STEAM school as the Arts are given equal value in our learning opportunities. We promote a variety of sports and have a broad curriculum on offer with support from our Active Schools or ONEREN co-ordinator. We achieved a Gold Sports Scotland Award and look forward to renewing this next session.

We have strong links with our associated Secondary School - Gryffe High School. Our Primary 7 learners enjoy lessons over their Primary 7 year with Gryffe High School staff for Maths, English and Spanish.

The staff team work very well together to provide the best experiences for children. The senior leadership team comprises the Head Teacher with overall school responsibility, two Depute Head Teachers, two Principal Teachers and 2 Early Learning and Childcare Deputes. There are 27 teachers, one Senior Early Learning and Childcare Officer, 11 Early Learning and Childcare Officers, 2 Early Learning and Childcare Support Workers, 3 classroom assistants and 2 additional support needs assistants. We are supported by 2 peripatetic music instructors, one peripatetic teacher for English as an Additional Language (EAL), one home link worker and a bereavement counsellor. The environmental services team comprises of 3 Senior Facilities Operatives, catering, and cleaning staff.

## OUR VISION, VALUES AND AIMS

### Our Vision

Our school and ELCC vision of, '[Working Together for Equity, Equality and Excellence](#),' is very important to us as we strive to get it just right for every child and family in their time with us. We are always looking for ways to improve and fine tune our support to our families.

### Our Values

Our school values of honesty, fairness, responsibility, support, (kindness and compassion) co-operation, acceptance of difference, respect, friendliness, and inclusion, reflect this vision and this is evident in our daily interactions.

### Our ELCC Values

We are gentle  
 We look after property  
 We work hard  
 We listen  
 We are kind and helpful  
 We are honest

### Our Aims (reviewed with parents/carers in September 2023)

- Encourage learners to adopt active and healthy lifestyles which support strong mental health and nurture understanding and awareness of good emotional wellbeing for themselves and others.
- Experience challenge and success which enables learners to develop well informed views, make responsible choices and come to good decisions.
- Achieve the highest possible levels of attainment across the curriculum and provide focused support in literacy, numeracy and health and wellbeing.
- Develop skills across the curriculum for learning, skills for life and skills for work.
- Develop knowledge and understanding of our school curriculum, our community, our society, our world and our place and responsibility within them, including sustainability and United Nations Conventions on the Rights of the Child (UNCRC).

### Our Child Friendly Aims (developed with the Principal Teacher and School Council January 2024)

- Let's make sure we do things that help our bodies and minds stay strong and happy! That means doing activities like playing outside, eating healthy foods, and talking about how we feel with our friends and family. We also want to understand how others feel and help them feel good too.
- It's important for us to try new things and do things that might be a little hard sometimes. When we try and we do our best, we can learn a lot and feel proud of ourselves. This helps us understand things better, make good choices, and decide what's right for us.
- We want to do really well in all the subjects we learn, like literacy, numeracy, and health and wellbeing. If we need help with any of our learning, we'll get extra help so we can do our best!
- We're going to learn lots of interesting things in school that will help us in different parts of our lives. Things such as, how to read, write and count, but also how to be good at working with others and solving problems. These are skills we'll use not just in school, but also when we grow up and have jobs.
- We're going to learn a variety of interesting things through our curriculum, but also about our local area and community, our country, and the whole world. We'll learn about how we fit into all of these places and how we can help take care of them, like making sure we don't waste too much and making sure everyone is treated fairly. We will be taught about the United Nations Conventions on the Rights of the Child (UNCRC).

**Our ELCC Aims**

Work together in **partnership** with parents and carers to improve learning and care.

Provide a **safe, happy, inclusive** and nurturing learning environment.

Ensure smooth and effective **transitions** for all children- home to nursery, nursery to school.

Provide a **responsive curriculum** for all our children which will have literacy, numeracy and HWB at its core, be well planned and evaluated, be broad, balanced and provide continuity and be effective, ensuring all children achieve their full potential.

**Our School and ELCC Rules, OK!**

Our rules are very simple and use three key words which can apply in almost all circumstances.

Ready

Respectful

Safe

They are supported with a visual signal that all the children know and can be used in class and outside to remind each other of our expectations.



Ready



Respectful



Safe



We are a nurturing and inclusive school where everyone is valued and welcome.

SUCSESSES AND ACHIEVEMENTS

School Choir performed at Quarriers Noel Lunch – *‘We were delighted with the performance of Bridge of Weir School Choir at our Noel Lunch last year and would like to invite you back next year to perform for our guests again.’*



Glee choir – extending our school choir and participating in a national competition where the choir learn to sing, dance and use inclusive communication through signing. The choir won the Regional Finals and performed at Glasgow Concert Hall and then performed in the National Finals at the Usher Hall in Edinburgh. A remarkable achievement in their first year of participation - *‘Every single choir was exceptional, and every child shone like the superstars they are. You truly were the top 9 choirs from across Scotland and everyone should be feeling so proud of themselves and their achievement. Well done to every single choir member and choir leader’* (The Frisson Foundation) [www.frissonfoundation.org.uk](http://www.frissonfoundation.org.uk) Our gratitude to the whole school community, parents/carers of choir members who supported the children every step of the way on a longer than ever expected journey.



Football – Mrs Love is our coach and has steered our teams to huge success, overall best team in the Primary Schools League.



Lilias Day Winners 2025 for both our boys' and girls' teams.

STEM – Mr Lowit and Mr Nish have taken our STEM work even further this session with woodworking being added throughout the school on our new Outdoor Learning Framework.

Mr Lowit continued our annual trip to Fife and the Goblin Electric Car race. Eight other schools or cars had entered the competition:

- we came 2<sup>nd</sup> on the slalom race.
- we came 3<sup>rd</sup> on the drag race.
- and even though only one other car was slightly faster than ours we came 1<sup>st</sup> on the finals for the sprint races due to our own very skilled driver!

We then, finished 1<sup>st</sup> overall: an amazing achievement, three times in a row!



(STEM club members building their electric car)

STEM Club also took part in the VEX IQ Robotics competition sponsored by Bridge of Weir Leather Group who funded the purchase of new and upgraded equipment. (£550)

Mr Lowit ran another successful KNEX challenge within the school. The school winners from our P6 cohort represented the school at the Regional and National Finals. The furthest that we have progressed in the competition, finishing in second place.



School Ceilidhs – were back bigger than before with children dancing, performing and singing songs to entertain their families along with Scottish Country Dancing for all. A great family event.

Place2Be, Bridge of Weir Primary School joined in with their Children's Mental Health Week 2025 community and raised an amazing **£204.00!**

Rotary Young Writer awards. The school once again has the Junior winner, and their work has progressed to the national finals.



Rotary Club Quiz – School team were the District winners and Home Hardware, in the village, provided gardening equipment as a prize for the team’s success. The team went on to be placed third in the Regional Finals.

Primary 7 children and teachers organised a whole school Bounce-a-thon and with the school community raised £7,500 to purchase iPads for P1-3

Gryffe Camera Club partnership continues to inspire our budding photographers with many entries highly commended and two finalists were presented with their work framed.

House Captains planned and ran a very successful games day for their houses to celebrate the collection of house points earned:

- Red light/Green light
- Tug of War
- Dodgeball
- Musical bumps
- Rock, Paper, Scissors Final



School Talent Show – finalists from each class competed for the much-anticipated annual talent show. Winners included a drama monologue, solving Rubik’s cubes, guitar and cello playing and an opportunity to share individual passions with the rest of the school.

Showcase Celebration – the whole school came together to celebrate music and dance, Strings Group, Woodwind Group, Cheer Club, Glee Choir

Annual Sports Day – whole school community gather and support the children. Houses were piped out by a former pupil and competed in flat and novelty races.

House Competition – across the school year the children gather house points for keeping school rules, values and gaining certificates in reading/positive notes. This year the overall winning house was Bute, and they had a school trip to Pollok Park.



Partnership with The Ginger Cat

Bookshop has provided access to authors such as Skye McKenna (Hedgewitch) and Maisie Chan (Danny Chung), for World Book Day, Andy Griffiths' (13-Storey Treehouse) and Sean Batty (The Worst Christmas Weather EVER!).

Communities that Care Project – staff completed training to better understand and support care experienced learners, implementing lessons across P1-P7 on an annual basis that build on the life and experiences of a fictional care experienced character. Lessons have been well received and give insight into the lives of care experienced children.

Outdoor Learning project with Learning Through Landscapes to develop our school grounds, purchase outdoor learning resources, staff training and taking forward our new framework of knowledge and skills with badge certification to recognise achievements.

Outdoor Learning Celebration with Parent volunteers and Learning Through Landscapes to share the work of the school in developing the school curriculum. *'I love the freedom that the children have to explore, discover and be creative outdoors at Forest Kindergarten,'*

*and 'The children had a great time participating in Forest Kindergarten. They learned a lot using natural materials and importantly about how to keep safe when playing outside. They are now able to use the skills they have learned and apply them when exploring outside at home.'* (parent feedback)



#### HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Young Leaders of Learning - participation in this programme has enhanced learner voice in school improvement. Primary Sharing Days June 2025 allowed schools to share best practice.

Collaboration between school staff and Gryffe High School lead in learning and teaching improved pedagogical approaches using information and best practice from neuroscience – all staff provided positive feedback on the introduction of changes to the benefit of learners in the classroom around aspects such as cognitive overload and working memory.

HT member of core group for the Curriculum Improvement Cycle for Social Studies working with Education Scotland. Social Studies work is being undertaken within the school to progress IDL and project-based learning. The HT will be able to bring learning directly to the school and through the HT the school will have a voice in important curriculum improvement work.

New P1 transition programme led by PT in collaboration with the ELCC to provide increased familiarisation and reassurance to the school's incoming P1 cohort. Over the course of 6 sessions in February and March the children experienced, play in P1 classrooms, literacy focus, numeracy focus, PE sessions in hall, Forest Kindergarten, lunch with P1 in dinner hall. Pre-school children from our ELCC and partner nurseries participated in the transition activities successfully with the current P1 children welcoming the young visitors into their classrooms and sharing their learning.

#### Literacy

- Support staff, parents and senior pupils colour coded all books in class libraries in line with Renaissance Reading levels – this enables pupils to choose books within their most appropriate reading range to ensure optimum instructional level and engagement, this is known as the Zone of Proximal Development (ZPD).
- Big Cat Collins books have been purchased for P5 and P6 learners (following on from the success of P4 last session) – these are AR linked so pupils read within correct level and complete follow up quizzes
- Variety of books in class libraries increased to include graphic novels, low level/high interest books, comics, non-fiction books
- Pupil/Parent Leadership Group/Literacy Legends led a Readathon fundraiser, including video and poster campaign, and raised £1000 towards 'dyslexia friendly' books for libraries and updated audio equipment
- Reading Buddies (P7 pupils) have been trained in Paired Reading and support younger learners with reading two times a week. Primary 7 learned valuable leadership and mentoring skills while improving their own reading aloud and discussion of stories. For younger children this increased opportunity to read aloud with a non-judgemental partner, developed their confidence and fluency, engagement in reading and boosted self-esteem. All participants looked forward to this time in the

week and recorded all the stories they had read together. All could reflect on how much they had enjoyed this cross-age opportunity. We will repeat this next session.

- Parent volunteers run weekly lending library for P1-3 pupils
- Teachers continue to read almost daily from the Reading Spine
- P4 – 7 pupils set word count targets (personal and class) and met targets are acknowledged with certificates and photos displayed in 'Walk of Fame'
- Our enhanced focus on reading engagement has had significant positive impact on pupils' reading attainment.
- Evidence shows that this heightened engagement has not only improved their reading skills but provoked a joy in reading.

### Inclusion

Teachers reported very good engagement and awareness raising in classroom discussions from Communities That Care lessons.

Our Promise Keeper attended the Communities that Care Celebration as we continue to commit to building a school community that cares for all.

To support and celebrate neurodiversity in our school we held school assemblies with children sharing insights in how to support each other with our school value of 'It's OK to be different.'

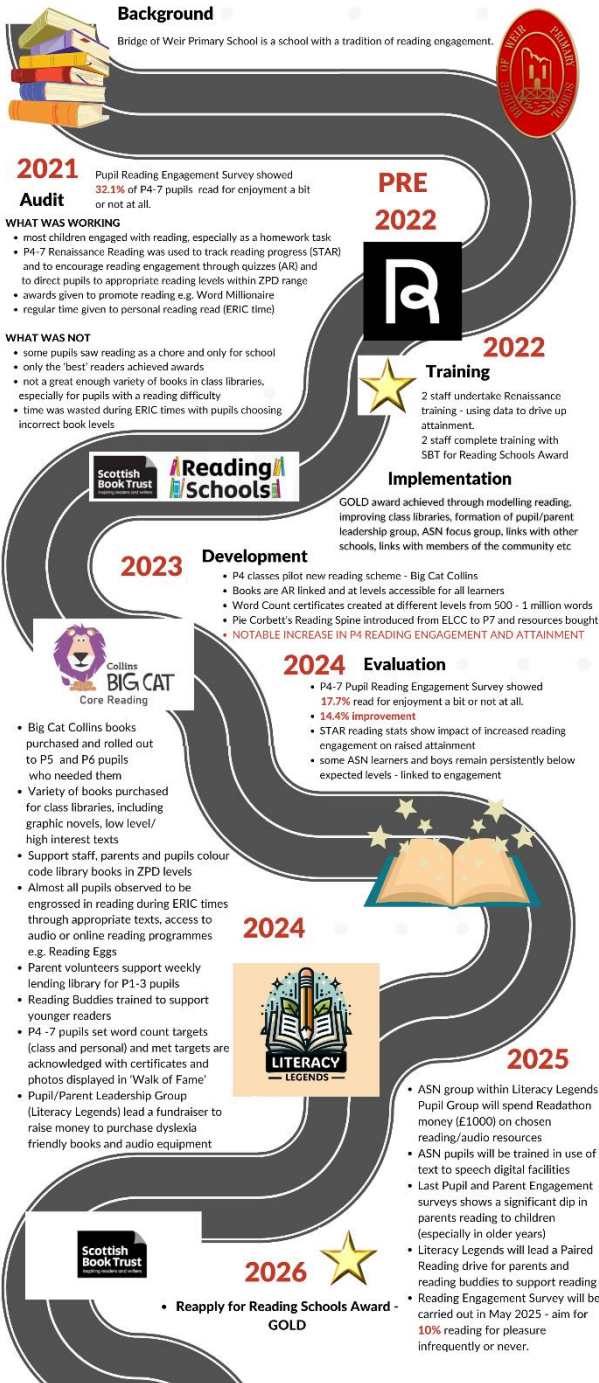
### Whole Family Wellbeing

Family Wellbeing and school staff delivered NVR support to parents/carers with all participants reporting positively on the sessions – feedback citing increased parental confidence and knowledge and highlighting strategies which have resonated such as resist and persist and strike while the iron is cold.

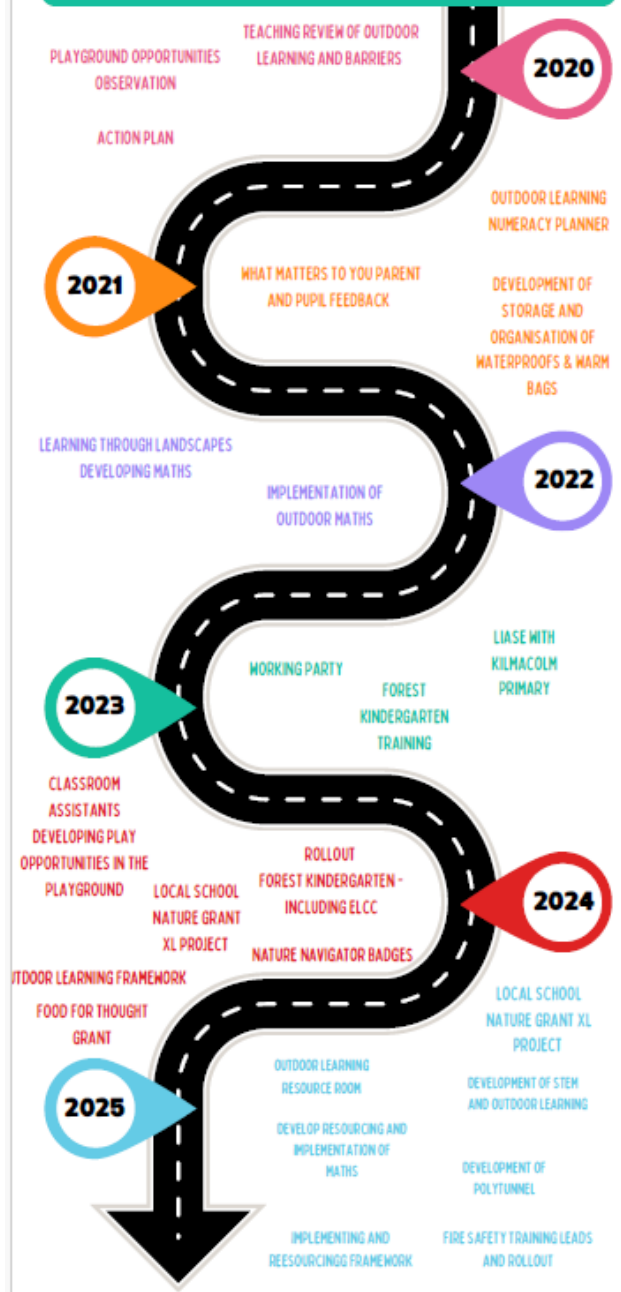
### Information Graphs

The following four information graphs summarise the school's collaborative work that has been transformative in four key improvements in school improvement planning – reading/writing/outdoor learning and HWB. Collaboration has been with staff/parents/children and partners to continuously improve the pedagogical approaches and changes to the curriculum to raise attainment and achievement. During this time a remarkable amount of consultation has taken place to ensure that all voices are heard in the development and relentless drive for improvement.

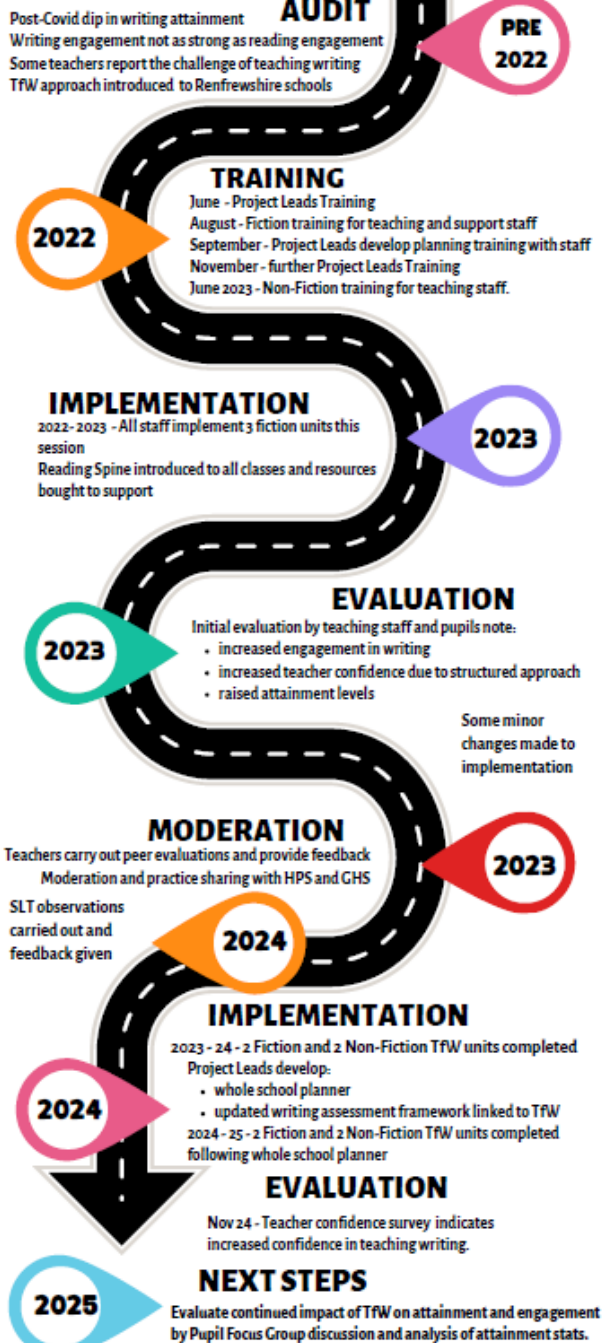
**READING ENGAGEMENT JOURNEY AT BRIDGE OF WEIR PRIMARY**



**OUR OUTDOOR LEARNING JOURNEY at Bridge of Weir Primary School and ELCC**



**Talk for Writing**  
**Our Talk for Writing Journey**



**OUR HWB JOURNEY**  
**at Bridge of Weir Primary School and ELCC**



### PUPIL EQUITY FUNDING

Individuals continue to make good or very good progress over time from previous attainment and achievement. Progress in reading from the same cohort in P4 to P6 has improved from 84% to 89% an increase of 5% through targeted support. Reading interventions and partnership with parents/carers has supported this progress through Paired Reading training and information.

Literacy Legends Group identified a gap in the provision of audio books for dyslexic learners to be able to participate fully in the school Renaissance Reading programme. £800 was raised by the group for resources and this was topped up by £200 from PEF funding.

*‘We were very keen on the Voxblock devices and agreed 5 was a good number to have to set up an ‘audio lending library’ in The Hub. YLL had also suggested headphones from their visit to another school so 25 sets and 5 adaptors provides opportunities for groups to listen to the books either in class or in The Hub. We also purchased some sets of ‘dyslexia friendly’/AR linked books. We made up the extra with a few special requests – especially football books to try and interest reluctant readers.’*

Children with ASN and who are not yet attaining at curriculum levels require 1:1/small group support to access learning. Additional support needs assistant (ASNA) time was gained through PEF to provide literacy, numeracy and social communication support to the children. Children have received regular support, and this has increased their participation in class. In addition, ASNAs provide personal support for regulation at transitions which has led to reduced friction with peers, improved readiness for learning and increased confidence in class. Recognition of ND/SEBD needs through the Learning Hub/Pit Stop is staffed with support staff/teachers for children and teachers to make use of this area for learning or a brain/regulation break. Small group support allocated to P4 and P5 reading and phonics and P6 and P7 1:1 reading programmes such as Hornet and Toe by Toe in this quieter learning space.

New phonics and spelling intervention programme for targeted learners experiencing most difficulty in learning to read/spell and write with encouraging results for almost all. Programme will be continued with further refinements.

P1	P2	P3	P4	P5	P6	P7	Progress (in months) in targeted year
-	-	5.10	6.01	7.07	6.11	7.08	+9
-	5.10	5.10	6.07	7.05	7.06	8.03	+9
5.10	5.10	5.10	5.10	5.10	5.11		+1
5.10	5.10	5.10	5.10	5.10	6.10		+12
5.10	5.10	5.10	6.02	6.02	7.01		+11
5.10	5.10	5.10	5.10	5.10	7.03		+17
5.10	5.10	5.10	5.10	6.04	7.06		+14
5.10	5.10		5.10	6.02	7.08		+18
5.10	5.10	5.10	5.10	5.10	8.02		+28

Renaissance Reading (Accelerated Reading, AR) licence purchased for P4-7 (some P3s) with PEF targeted groups closely monitored for success. P4-7 attainment data for the first 4 months of session (through STAR reading tracking scores) shows improvement averaging 7.3 months in 4 months.

Due to the requirements to pass an aptitude test and the cost of musical instruments, PEF funding was used to hire a guitar teacher to extend the musical opportunities for some children in our school. The children performed at school and local events to their success and pride.

Support to our GLEE choir to train the children in singing and dancing to a level of performance to compete in a national competition from specialists. The choir were regional winners and national finalists raising their performance skills and building personal resilience and responsibility. Our GLEE choir was inclusive of children with additional support needs and pupil equity funding.

Headstrong Intervention for P6 in response to HWB survey from parents/carers and children showing difficulties in friendships, worries and self-esteem. 10-week programme of intervention for all and for a targeted group showed 100% improvement from pre programme information.

## KEY STRENGTHS OF THE SCHOOL

A clear focus on literacy, numeracy and HWB while ensuring a broad and balanced curriculum with time set for core subjects and enhanced time for STEM, Sports, HWB and Outdoor Learning. Our curriculum supports our learners to develop the widest set of skills and competencies applying their knowledge, skills, talents and values in the curriculum's four competencies and curriculum entitlements to flourish in their young lives.

High quality pedagogy is embedded across the school systematically building knowledge and skills of learners. Children receive effective reading/writing pedagogy and a modern, interesting reading/writing programme. Well-resourced classroom libraries support reading for enjoyment.

Excellent use of digital technology in reading to provide information and feedback to children, parents and teachers which incentivizes reading. Digital resources and adaptive technologies are being used to support and enhance learning in key literacy and numeracy targets for learners with ASN.

Assessment and tracking of progress are well developed and data is used to support and plan for interventions that make a holistic difference. Data-driven approaches ensure teachers can make informed judgements along with moderation and other evidence on a learner's achievement of a CfE level. This ensures planning is responsive, targeted and supported by SLT, leading to continuous improvement in attainment for all.

- Comprehensive assessment framework to monitor pupils' reading, writing and maths progress.
- Regular formative assessments e.g. running records, short burst writing, maths check-ups allow teachers to identify individual strengths and areas for improvement in reading and maths and termly deep marking of writing is completed for planning purposes.
- 3 times yearly online assessments are administered to P4-7 through Renaissance's STAR reading with feedback to children on improvements.
- Yearly teacher-led standardised assessments in P1-3 to reach fair judgements relevant to age.
- National Standardised Assessments, reading assessments are completed by P1, P4 and P7 for fair judgement and comparison.
- ASN pupils who need further analysis of reading will complete a 1:1 YARC assessment to analyse the specific nature of any reading difficulty – accuracy, rate or comprehension for teacher support and intervention discussed at termly attainment meetings.
- Evidence is continually gathered and monitored for early interventions to support, health, mental health, future ND referrals, Dyslexia investigations and identification. Staged intervention framework is fully embedded and informs teachers and families of school interventions and action plans.
- Children set personal targets in Numeracy/Literacy/HWB, and some children set one 'other'. They are SMART and reviewed regularly. They may be displayed on the wall, in notebooks, on bookmarks etc. Provision is made in class for pupils to choose resources to work towards their targets e.g. QR codes to websites/sheets/cards/activities/paper etc. They are reviewed regularly at least half termly and shared on Seesaw when a target is met. P1-3 have less targets (1 or 2), which may be more teacher directed and record them in a floor book/wall.

High quality planning, tracking and monitoring leads to high quality teaching and learning across the school with practitioners confident in their planned lessons across the curriculum. Planning:

- Collegiate planning ensures consistency across the stage.
- School planning documents provide a structured approach to teaching literacy and numeracy and expectations are clear as to amount of time spent on discrete teaching of subjects, as well as ensuring literacy and numeracy in a context/other curricular area.

Tracking and monitoring information is gathered through:

- P1-3 regular running records
- P1 baseline assessments – repeated in February
- P1-3 end of year standardised assessments
- P4 – 7 3 x yearly STAR reading assessments
- P1, P4 and P7 NSA standardised reading assessment
- P1-7 tracking records to ensure broad general coverage of the curriculum.

Rigorous tracking systems provides detailed insights into pupils' literacy, numeracy and HWB development over time. Meticulous records of HWB/reading/writing/maths levels, engagement, and assessment outcomes promptly address any emerging challenges and celebrate successes.

This systematic monitoring has been instrumental in closing attainment gaps, such as increased focus on reading engagement which has been shown to mitigate against the attainment gap associated with socio-economic disadvantage.

Attainment is very high with almost all learners achieving in talking and listening, reading and maths and most learners attaining in writing.

June 2025 Whole School Attainment	Talking and listening	Reading	Writing	Numeracy and Maths
Percentage	93.9%	90.1%	88.1%	90.5%

Staff/Pupil/Parent Leadership Groups work together to raise funds to support the school’s ambitious curriculum developments. Readathon fundraiser, including video and poster campaign, raising £1000 towards ‘dyslexia friendly’ books for libraries and updated audio equipment. Mini Mudder to raise funds for Outdoor Learning training and equipment - £5000 and a Bounce-a-Thon recently raised £7500 for a class set of iPads and charging trolley for P1-3 to further improve digital technology. In addition grant applications have been successful with the award of £1500 for outdoor learning and £3000 for a bigger polytunnel and freezer.

Parent volunteers run a weekly lending library for P1-2 pupils and support 1:1 programmes in literacy and numeracy, support Forest Kindergarten in P1 and Outdoor Learning across the school. Parents/carers share their knowledge, skills and careers in our STEM work and the school has many partnerships with local community groups, businesses and care services.

Former pupils are actively involved in the support and assistance to their former primary school. Connections are maintained to the mutual benefit of everyone.



Dedicated staff identify and lead school improvements and actively work with all stakeholders to deliver our school vision of Equity, Equality and Excellence for all learners.

## OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

Young Leaders of Learning will participate in the programme for a second year to collaborate with a different school and contribute to school improvement. Their focus will be digital learning.

Make use of 'The Renfrewshire Way' to support CLPL of teachers – assessment/feedback

Further embed our pupil target setting across the school by bringing digital learning and adaptive technology to the forefront in planning and discussions of learning with pupils.

Reading Comprehension Strategies boxes as a systematic way to teach reading skills will be targeted at P3-P5 with specific teaching of reading skills/Guided Reading (PEF)

Continue PEF funded interventions to support attainment gaps in literacy and numeracy.

Take a collaborative approach with all stakeholders to target writing engagement and enjoyment across the school, to raise our whole school attainment from 88% to an ambitious 91% and to:

- Develop and implement a first draft, progressive writing framework linked to CfE benchmarks and school literacy progression pathways incorporating Talk for Writing with purposes and reasons for writing.
- Provide CLPL on high quality teaching of writing, feedback and use of success criteria.
- Use targeted interventions through the Emerging Literacy Toolkits at early level and for identified groups at risk of not achieving expected levels
- Establish regular in school and cluster moderation of writing to ensure shared standards.
- Increase opportunities for writing for real purposes
- Engage pupils in providing feedback and creative ideas to inspire their writing for enjoyment
- Engage families in supporting writing through workshops and home-school activities.

Collaborate with P5-7 teachers and Gryffe High School maths PT to:

- Develop and streamline the maths and numeracy pathway to raise attainment, confidence, knowledge and skills in numeracy and maths and implement a refreshed numeracy progression programme to motivate and engage learners (PEF)
- Track and monitor progress in key concepts and numeracy at Primary 4 with Mathsburst
- Apply pedagogy from neuroscience to support better learning in numeracy with CLPL on numeracy pedagogy, active learning and effective use of manipulatives and digital tools.
- Strengthen targeted interventions (Number Talks, SEAL approaches, Power of 2) for identified groups. (PEF)
- Increase opportunities for numeracy across learning (STEM projects, enterprise and outdoor learning) and add to tracking.
- Strengthen family engagement in numeracy through workshops, homework tasks and information sessions.

HT continue as a core group member for the Curriculum Improvement Cycle with Education Scotland sharing learning and information on the processes of curriculum design. Continuing to develop our IDL and project-based approaches to develop and embed pupil skills, STEM and Social Studies in outdoor learning and across the curriculum enriching pupil experiences, support health and wellbeing and raise attainment:

- Develop an outdoor learning policy and progression framework linked to CfE benchmarks in STEM and Social Studies

- Provide CLPL for staff on outdoor learning pedagogy, risk assessment and use of the local environment.
- Plan and deliver regular, meaningful outdoor learning across all stages (e.g. environmental projects, literacy, numeracy, IDL)
- Develop and enhance school grounds and local partnerships (e.g. Brighter Bridge of Weir, Bridge of Weir Community Council)
- Involve families in outdoor learning through events, workshops and shared projects.
- Ensure inclusion and equity by providing appropriate clothing and resources for all learners.

Improve digital learning and teaching across the school and explore how AI tools can reduce teacher workload while enhancing learning experiences to:

- Add to the whole school digital learning strategy the safe and ethical use of AI
- Provide CLPL for staff on digital pedagogy, AI tools and digital safety.
- Pilot AI tools to reduce workload (AI assisted lesson planning, report writing frameworks, assessment analysis tools)
- Integrate digital skills and AI literacy into the curriculum for learners with a focus on creativity, problem solving and safety.
- Strengthen partnerships (with local authority, universities, tech providers) to ensure safe, equitable and up to date practice.
- Ensure equitable access by reviewing and improving devices, connectivity (homework club) and support for learners and families.

Headstrong intervention programme for social and emotional wellbeing will be continued with the training of a teacher to deliver the programme and targeted groups/individuals (PEF funded)

ASNA support to Learning Hub/Pit Stop to support maximum number of children with inclusion and ASN (PEF)

Implement Anti-racist education programme as part of whole school assemblies and lessons assigned to stages of the school.

Review our Citizenship Policy to include Renfrewshire Council phone policy.

Write our Outdoor Learning Policy and continue to develop and resource our Outdoor Learning room.

Work with our cluster to develop a common approach to attendance monitoring and intervention.



Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

<p><b>Bridge of Weir Primary and ELCC</b> <b>Warlock Road</b> <b>0300 300 0148</b></p> <p><b><a href="http://www.bowprimary.co.uk">www.bowprimary.co.uk</a></b></p>	<p><b>HAVE YOUR SAY!</b></p> <p>Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.</p>
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