Education Resources
Curriculum and Quality Improvement Service

School Improvement Plan and Standards and Quality 2024/25

St. Bride's Primary School & Nursery Class

Strategic Improvement Priorities over 3-year cycle **Timescale: 2024-27**

Strategic Priority	Year 1~ 2024-25	Year 2 ~ 2025-26	Year 3 ~ 2026-27
1. SLC Progression Pathways & Planners	Introduce and use SLC Curricular Pathways & Planners	Evaluate the use of SLC Curricular Pathways & Planners	Continue to evaluate the effectiveness of Curricular Pathways and Planners
2. IOS Writing Feedback	Through use of the Improving Our Schools Model • Raise attainment in a Writing for Targeted Intervention Groups identified from robust interrogation of school Tracking Data Session 2024-25 • To identify and develop an understanding and consistent approach to the use the Feature of Highly Effective Practice of feedback in Teaching & Learning across all classes • To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in Literacy, Numeracy & Health & Wellbeing	Through use of the Improving Our Schools Model • Raise attainment in a focused Curricular Area for Targeted Intervention Groups identified from robust interrogation of school Tracking Data Session 2025-26 • To identify and develop an understanding and consistent approach to the use of one Feature of Highly Effective Practice of Teaching & Learning across all classes • To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in Literacy, Numeracy & Health & Wellbeing	Through use of the Improving Our Schools Model • Raise attainment in a focused Curricular Area for Targeted Intervention Groups identified from robust interrogation of school Tracking Data • Session 2026-27 • To identify and develop an understanding and consistent approach to the use of one Feature of Highly Effective Practice of Teaching & Learning across all classes • To enhance the use of Data to inform targeted interventions to close the poverty related attainment gap in Literacy, Numeracy & Health & Wellbeing
3. Relationship Policy	• To develop a Relationship Policy for the School Community encompassing Faith, UNCRC, Attachment, Nurture, Diversity & Equalities, PRRUDB, Families & the Wider Community	• To further develop secure relationships across the school community reflecting the principles and rationale of the Relationship Policy	• To embed the Rights of the Children throughout all Curricular Areas
4. Learning for Sustainability	• To develop a whole School Community approach to Learning for Sustainability (linked to Priority 2 & 4)	• To develop the teaching and learning experiences of Science from Nursery to P7 using SLC RAISE progression framework	• Through robust self-evaluation identify a Curricular Area for staff development providing high quality L&T experiences for all pupils which develop skills for learning, life and work
5. Catholic Schools	• Provide high quality opportunities & experiences for pupils and families through the Laudato Si School Programme - Yr 3/7	• Provide high quality opportunities & experiences for pupils and families through the Laudato Si School Programme - Yr 4/7	Provide high quality opportunities & experiences for pupils and families through the Laudato Si School Programme - Yr 5/7
6. Learning Community	To achieve a shared understanding of assessment in Literacy,	• Through evaluation of current themes and consultation within the Trinity Learning	• Through evaluation of current themes and consultation within the Trinity Learning

	using the SLC progression pathways for writing.	Community decide on a shared area for development across the Learning Community Primary Schools	Community decided on a shared area for development across the Learning Community Primary Schools

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 278 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 2024/2025

Strategic Priority 1: Introduce and use SLC Curricular Pathways & Planners to ensure a consistent approach across the school

NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** Curriculum and assessment Teacher and practitioner professionalism	**SLC Priority (select from drop down menus)** **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**	**SLC Stretch Aims** **ACEL Primary – literacy – P1, P4 & P7 combined**	**HGIOS?4 QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement **HGIOELC QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning teaching and assessment	
Rationale for strategic priority	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**School Lead**
• Self-evaluation highlighted the need for the use of Progression Pathways and Planners to track Teaching & Learning	• Develop a consistent approach to Teaching & Learning, using SLC Progression Pathways and Planners • Improved teacher knowledge and confidence in using SLC Progression Pathways and Planners	• Introduce and use SLC Progression Pathways and Planners in use throughout P1 – 7 • Staff CLPL to raise awareness and improve teacher knowledge and confidence in using SLC Progression Pathways and Planners through training and collaboration	• Quality Assurance through Forward Plan & Tracking dialogues	SLT School staff
Progress and Impact			**Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda**	

Strategic Priority 2: **Improving Our Schools Model - Improvement in Attainment in Writing**
Feature of Highly Effective Practice - Feedback

NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** Curriculum and assessment Teacher and practitioner professionalism	**SLC Priority (select from drop down menus)** **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**	**SLC Stretch Aims** **ACEL Primary – literacy – P1, P4 & P7 combined**	**HGIOS?4 QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement **HGIOELC QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning teaching and assessment	
Rationale for strategic priority	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**School Lead**
• Following robust interrogation of whole school Data and continued moderation of Assessment material, Writing was highlighted as an area which requires continued improvement • Through the use of the Improving Our Schools model, Targeted Intervention Groups will be identified from Tracking Data to improve attainment in Writing	• To develop a consistent approach to Teaching, Learning and Assessment in Writing • To raise attainment in Writing • To raise attainment in Writing for TIGs identified from Tracking Data • To increase staff knowledge, understanding and strategies to develop a consistent approach to the use of Feedback within Teaching & Learning in all classes • To increase pupil's knowledge of how feedback is used to inform and improve pupil's learning and improve attainment at all levels	• School Audit of Writing including Teaching & Learning experiences, resources, assessment, pupils and staff confidence in school and nursery • Staff training in Writing and Feedback • Following robust interrogation of class Data Writing TIGs will be identified • Staff participate in TRIO visits with a focus on Feedback and Writing • Peer observation within Nursery of activities with a focus on Writing • Within Nursery, focus on opportunities and experiences which promote emergent writing	• School Audit • Staff and Pupil pre and post questionnaires • Tracking and monitoring using Benchmarks • Observations and engagement of pupils • Environment, Care Plans and Floor Books in Nursery	SLT Nursery staff School staff

• Through the use of the Improving Our Schools model, Feeback was identified as a Feature of Highly Effective Practice that was identified as an area for staff development leading to improvement in Teaching & Learning and increased pupil attainment across all Teaching & Learning				

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda

Strategic Priority 3: To develop a Relationship Policy for the School Community encompassing Faith, UNCRC, Attachment, Nurture, Diversity & Equalities, PRRUDB, Families & the Wider Community

NIF Priority (select from drop down menus)	**SLC Priority (select from drop down menus)**	**SLC Stretch Aims**	**HGIOS?4 QIs (select from drop down menus)**
Placing the human rights and needs of every child and young person at the centre of education **NIF Driver**	**Ensure inclusion, equity and equality are at the heart of what we do** **Improve Health and Wellbeing to enable children and families to flourish**	Choose an item. Choose an item.	1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion Choose an item. **HGIOELC QIs (select from drop down menus)** 1.1 Self Evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion Choose an item.

School and ELC improvement				
Rationale for strategic priority	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**School Lead**
• Following self-evaluation of our school context and to reflect the social, cultural and economic status of our school community which ensures an inclusive curricular and ethos for all	• To ensure all social, cultural and economic contexts of staff, pupils and their families are acknowledged, respected and included in all aspects of school life	• Audit of curricular material and resources to reflect our diverse school community and the wider world • Purchase diversity & equality resources for use across the school • Work towards achieving SLCs Attachment Pledges • Establish Attachment Ambassadors • Teaching and learning experiences reflect our diverse culture, faith and ensure Equality, incorporating the UNCRC • All staff within school develop a Nurture principled approach • Rases awareness through events and learning experiences • Establish a working party of staff, community and pupils • Develop a whole school Relationship Policy	• Staff and pupil questionnaires to gather views • Self-evaluation of progress throughout the session • Quality Assurance of Teaching and learning experiences • Pupil Learning Conversations	SLT All staff Pupils Families
Progress and Impact			**Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda**	

Strategic Priority 4: To develop a whole School Community approach to Learning for Sustainability (linked to Priority 2 & 4)

NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing **NIF Driver** School and ELC improvement School and ELC improvement	**SLC Priority (select from drop down menus)** **Empower learners to shape and influence actions on sustainability and climate change** **Support children and young people to develop their skills for learning, life and work**	**SLC Stretch Aims** Choose an item.	**HGIOS?4 QIs (select from drop down menus)** 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement **HGIOELC QIs (select from drop down menus)** 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**
• To develop a whole School Community approach to Learning for Sustainability	• To raise awareness of Learning for Sustainability across the school community • To develop a consistent approach to the planning and delivering of high-quality Teaching & Learning experiences of Learning for Sustainability	• Staff CLPL to build capacity and knowledge of Learning for Sustainability • Raise awareness of Global Goals through high quality learning experiences • Teaching and Learning experiences using 'The Butterfly Effect' resource The Butterfly Effect | Jacobs	• Quality Assurance of Teaching & Learning to ensure high quality learning experiences • Pupil Learning conversations • Monitoring of pupils' work/assessment • Evaluation of Family Learning Afternoon	SLT All staff Pupils Families
Progress and Impact			**Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda**	

through the Laudato Si School Programme - Yr 3/7

NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing **NIF Driver** School and ELC improvement Parent/carer involvement and engagement	**SLC Priority (select from drop down menus)** **Improve Health and Wellbeing to enable children and families to flourish** **Empower learners to shape and influence actions on sustainability and climate change**	**SLC Stretch Aims** **ACEL Primary – literacy – P1, P4 & P7 combined**	**HGIOS?4 QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships **HGIOELC QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning teaching and assessment 2.7 Partnership	
Rationale for strategic priority	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**School Lead**
• 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	• Continue to build on the good practice, knowledge and skills developed through the Laudato Si Programme in Year 2 • Continue to build and create 'Change for Good' opportunities for pupils to develop good habits which are sustainable	• Select theme and quote for use across the whole school which promotes the 'Change for Good' steps outlined in the Laudato Si Programme. • Through Prayer, Learning and Action, engage pupils in ecological activities linked to one selected Laudato Si Goal • Share learning with pupils at whole school assemblies • Share learning with parents through Newsletters and Twitter • Share whole school learning journey on Laudato Si wall display • Primary 6 & 7 pupils engage in Pope Francis Faith Award with linking their learning to the Laudato Si Schools Programme	• Pupils can discuss and explain the Laudato Si 'Change for Good' Pledge • Through pupils' action, prayers and deeds we will see the pupils' understanding and participation in activities reflecting the 'Change for Good' Pledge • 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 • Evidence in Primary 6 & 7 Pope Francis Faith Award Journals	SLT Laudato Si Lead Teachers School Chaplain

		• 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 2025/2026 or establishment maintenance agenda
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Strategic Priority 6: To achieve a shared understanding of assessment in Literacy, using the SLC progression pathways for writing.

NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** Teacher and practitioner professionalism Curriculum and assessment	**SLC Priority (select from drop down menus)** Choose an item. **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**	**SLC Stretch Aims** **ACEL Primary – Literacy – P1, P4 & P7 combined** Choose an item.	**HGIOS?4 QIs (select from drop down menus)** 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item. **HGIOELC QIs (select from drop down menus)** Choose an item. Choose an item. 2.3 Learning teaching and assessment	
Rationale for strategic priority	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**School Lead**
To achieve a shared understanding of assessment in Literacy, using the SLC progression pathways for writing.	Teaching staff will be more confident in their assessment and judgement of pupil attainment in writing. Teachers are more confident in the use of SLC progression pathways to plan, deliver and assess highly effective lessons in writing.	P1-6 teachers, along with colleagues from Trinity High School, including Support for Learning and English staff, will meet and moderate samples of learner work with colleagues at the same stage across the learning community., will participate.	Audit staff confidence levels in assessing writing and use of the SLC progression pathways at each stage, at outset and following the moderation programme. Schools to analyse own writing attainment levels to evidence improvement in writing attainment across the session.	*HTs*

		P7 teachers will meet with colleagues at P7 stage and secondary colleagues to moderate at second level and beyond. Meeting 1; Thursday 19 September 3.45-5.00 P7 THS P1-6 St Bride's Sept – January teachers to plan, deliver and assess a piece of persuasive writing. Sample of an 'on track' piece of writing to be submitted to HT by 31 Jan. Meeting 2: Tuesday 25th Feb 3.45-5.00		

Progress and Impact	**Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda**

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

SLC Stretch Aims **ACEL Primary – literacy – P1, P4 & P7 combined** **ACEL Primary – numeracy – P1, P4 & P7 combined** **Cost of the School Day**						
Rationale for PEF / PB Spend	**Allocation of PEF / PB spend**	**Outcome (Intended impact)**	**Operational activity**	**Measures**	**Mid year review RAG**	**End of year review RAG**
• Through robust analysis of our data, 18 of our pupils entitled to PEF are not on track for writing • Using previous ACEL data Primary 1 pupils entitled to PEF required Early Intervention	• 0.4 Teacher April 24 – March 25- **£27,575.12** • Teacher Supply - **£9750**	• To close the poverty related attainment gap for pupils in Writing • To raise attainment at Early Level through Early Intervention with Primary 1 pupil and close the poverty related attainment gap in writing	• Audit ACEL Data across the school in Writing • Provide high quality experiences for all pupils • Robust tracking of Writing • Early Intervention in Primary 1 - DHT	• Interrogation of Data • Forward Plan and Tracking Dialogue with Class Teachers • Observations of pupils' engagement and confidence through classroom visits and learner conversations		
• Attendance Data shows that 13 pupils from Primary 1 to 6 in 23/24 entitled to PEF have an attendance below 90%	• 0.4 Teacher as above	• To improve attendance by 2% for each pupil in the targeted group and close the gap by a further 0.5 %	• DHT/Equity Lead will monitor attendance weekly with input from Support Staff and Class Teachers • To introduce a Formal Attendance Intervention Plan	• Robust tracking of attendance throughout the year • DHT/Equity Lead to give staff a monthly update		
• Following on from the successes of last year we will continue to develop Parental Involvement and Engagement through		• To establish parental-pupil-school positive interactions and relationships which are responsive to the needs of pupils and their families	• Families Connect - Nursery to Primary 1. (SST and DHT) • Kitbag Sessions offered pupils and their families • 'Brew and a Blether'	• Tracking of parental engagement and involvement at all events • Parental questionnaire and evaluation		

Family Learning and Parental Support Programmes for pupils in Early Years			• Rainbows Intervention offered to pupils to support families who have experienced grief, separation and loss			
• Continue to promote Health and Wellbeing through our Cost of the School Day to ensure all pupils can take part in school trips, activities and residentials • Self-evaluation highlighted the requirement to promote diversity and equality, ensuring all pupils feel included	• Supported Study Staffing - **£3000** • H&WB Intervention **£18736** • **£1000** CoSD	• All pupils residing in SIMD 1 and 2 and receiving FME given the opportunity to engage in and participate in wider experiences • Increase in pupil engagement at After School Clubs. • Increase in Pupil Experiences through Educational Outings • Increase in resources, books and events to celebrate all cultures and ensure all pupils feel included • Relationship Policy	• Lockerbie Manor Residential P7 • Athletics • Art • Lego • Chess • Swimming P6 • Cross Country • STEAM Club • Audit of school resources • Discussion during Pupil Voice Groups	• Tracking of pupil engagement at all events • Pupil pre and post questionnaires		
• Participatory Budget Spend to be decided by September 2024	• **£6370**					
	TOTAL SPEND (incl carry forward) **£66431.12**					

Progress and Impact	Next Step(s) and rationale to inform PEF spend session 2025/2026

Maintenance Agenda

Key Actions	Relevant stakeholder involvement	Timeline for completion
• Staff to continue to use Talk the Talk Benchmarks and Talk the Talk Assessments • 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	All Staff Pupils	Ongoing
• 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	All Staff Pupils	Ongoing
• 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	Primary 1 & 2 staff	Ongoing
• Staff will continue to use Technology Progressive Skills Framework, providing high quality teaching & learning experiences • Pupils will continue to develop their digital literacy skills by engaging in a variety of high-quality learning experiences	All class teachers Pupils	Ongoing
• To continue to nurture a strong sense of community and build on the successes of Session 23/24	All staff Pupils Families	Ongoing
• 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	All staff Pupils Families	June 2025
• Continue to provide high quality teaching and learning experiences which promote the development of skills through the Four Capacities	All staff Pupils	Ongoing

PEER SCHOOL REVIEW SQIP APPENDIX

School Name:	St. Bride's Primary School & Nursery Class, Cambuslang
Peer Review Team	Louise Torrance, St. Bride's Primary School, Cambuslang Catherine Forbes, St. Joseph's Primary School & Nursery Class Lesley Callaghan, West mains, Primary School, East Kilbride Kirsty Duffy, West Coats Primary School, Cambuslang
What is working well?	• Ethos throughout school community • Relationships at all levels • Working relationships with staff across school and nursery – all school staff Clerical, Janitorial, Teaching • IOS Approach to interrogating data and informing TIGs for Literacy & Numeracy • Opportunities for Engagement with parents • Support for children with additional support needs • Early Intervention at Primary 1 • Monitoring & tracking attendance • Provision of intervention/support for pupils identified with social and emotional needs • Support for families through Cost of the School Day
What are the challenges? **What is preventing you getting to where you wish to be?**	• Time for CLPL • Time to embed initiatives/changes into practice • Overcrowded Curriculum • Increasing demands at all levels • Bureaucracy

	• IT issues
Focus for Improvement	• To identify and develop an understanding and consistent approach to the use the Feature of Highly Effective Practice of feedback in Teaching & Learning across all classes
Key questions for the Review team. (Based on the principles of PSR, 'What are we going to do now? How can we improve on…?')	• How do we use feedback to improve teaching & learning? • How can we improve how feedback is used in all classes? • How do we involve the children in feedback to inform their next steps in learning ~ WHAT ARE WE GOING TO DO? • School Audit of Teaching & Learning experiences, resources, assessment, pupils and staff confidence in school and nursery • Staff training in the effective use of Feedback • Staff participate in TRIO visits with a focus including Feedback • Peer observation within Nursery of activities with a focus including feedback
What is the anticipated outcome of the collaboration? Be specific, measurable gains/changes you expect to see.	• To increase staff knowledge, understanding and strategies to develop a consistent approach to the use of Feedback within Teaching & Learning across all stages • To increase pupil's knowledge of how feedback is used to inform and improve pupil's learning and improve attainment at all levels

Part 1 (Peer Review Professional Dialogue and Planning)

Additional Notes / Comments

Part 2 Visit Schedule

Schedule	**Visit Date (s) :** Initial visit ~ Monday 17th June 2024 Review visit ~ Thursday 27th March 2024
Preparation:	TBC
Visit Activity:	• Discussion with SLT • Discussion with staff & pupils • Learning Walks • Review of Pupil's work • Conclusion & identification of next steps

Part 3 (Professional Dialogue/Feedback Record

School: St. Bride's Primary School & Nursery Class, Cambuslang **Date (s):**

Key questions for the Review Team ~TBC

We Saw/You Told Us…	We thought…	We wondered if….

The impact from the Peer School Review will be woven through the school's Standards and Quality section of the SQIP.