



Gryffe High School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Gryffe High School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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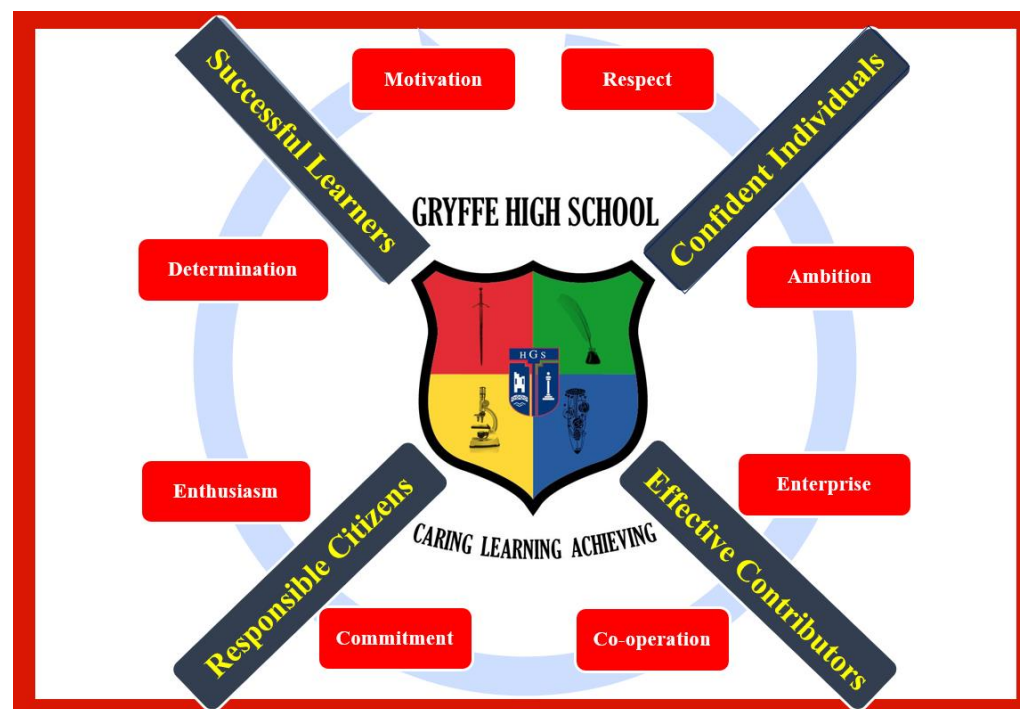
Our Vision, Values and Aims

Our School Vision

Gryffe High School is fully committed to maintaining consistently high standards in all aspects of school life. This will be achieved through fostering a caring environment, with learners at the centre, ensuring everyone feels safe and supported. We endeavour to promote effective learning and teaching and provide all pupils, and staff, with opportunities to enable their true potential to be realised in a challenging, supportive and enjoyable way.

Our School Values

CARING, LEARNING, ACHIEVING



We are committed to developing nurturing relationships in Gryffe High School

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Gryffe High School such as:

Pupils: Pupil Management Group, House Captains, Pupil Council, Assemblies, Pupil Focus Groups/surveys, Pupil and Staff Committees – Citizenship, Wellbeing

Parents/Carers: Parent Council, School Website and other media, surveys, focus groups

Staff: ELT meetings, Senior Leadership Meetings, Staff Meetings, In Service Days, Sharing Effective Practice Meetings, Staff Focus Groups/surveys

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. Discussion with partner agencies such as SDS, Educational Psychology, Exchange Counselling, Headstrong and Police Scotland to identify strengths and areas of improvement in partnership working.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Whole school, Department/Faculty Quality Improvement Calendars
- ELT fortnightly meetings and Annual Reviews: September and February
- SLT, Department/Faculty Minutes
- Continuous monitoring and tracking on a range of data
- Collegiate SIP working groups
- Focus groups and questionnaires of pupils, parents/carers, staff and partners

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1

LEARNING - Attainment

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
1. Across the school, classroom visits, pupil surveys and assessment analysis indicate highly effective learning and teaching in many areas. However, self-evaluation has identified some gaps in opportunities for how questioning can be used to promote deeper thinking and check for understanding. We have observed variability in how effectively teachers can check for understanding across all learners, with participation sometimes concentrated among a small number of learners. 2. Staff surveys, SLT/FH/PT observations and learning walks	- All staff will strengthen their use of questioning to include: - an overall increase in the number of questions asked per lesson - at least two identified questioning strategies used in used per lesson, evidenced through sampling. Almost all pupils will report that effective use of questioning will foster deeper learning, critical thinking and increased engagement. - By June 2026 there will be an increased number of staff engaging in peer learning visits (PLVs) to promote shared understanding of high-quality learning and teaching approaches, which will in turn improve outcomes for almost all learners. - A pilot group of staff will soft-launch a coaching programme to	- Classroom visits and learner conversations will show an increased use of varied questioning strategies. - Staff will report increase confidence with questioning through PRD leading to confirmation through assessment data that this supports inclusion and thinking as well as long-term learning. - Participation in PLVs and coaching will increase. - Learner focus groups and surveys will indicate increase ability to explain how learning happens and why particular strategies are effective.	- Launch whole-school focus on Questioning during August In-Service for all staff. Share data from staff evaluation as to where teachers are in their use and understanding of effective questioning techniques. Begin with analysis of current practice and link with Learning Walk notes. - Provide monthly follow-ups through 'Wee Ideas' with practical takeaways on questioning techniques – something to try across the month. - PT L&T work individually with Curricular PT/FHs to align learning walks to questioning and provide appropriate, supportive feedback. - Promote and support PLVs where possible. - Include PLVs in School Newsletter to raise the profile and celebrate success. - Pilot voluntary coaching group with at least 6 members of staff (3 pairs) with 2 reflective sessions and one showcase of learning by the end of May 2026

show a strong desire among staff to continually improve practice, giving learners increased clarity on their learning and progress. 3. Following on from the launch of our Teaching and Learning policy in session 24/25 we recognise the importance of aligning our Lesson Observation Cycle to encourage our staff to reflect on their practice, share ideas, and engage in purposeful professional dialogue. This kind of reflection is key to continuous improvement and innovation. 4. Following an exploration of our Learning & Teaching policy as a staff, we recognise the need to translate this effectively for our parent body to understand our approaches to learning. We know that our parents and carers desire a better understanding of how learning and progress are supported. We aim to strengthen the dialogue around effective study, homework habits and learning mindsets.	promote a collegiate approach and to actively support one another in meeting professional learning goals. ▪ Lesson observations in conjunction with professional development, peer support and collaborative learning will lead to: - High quality learning experiences in almost all classrooms - Increased engagement and pupil motivation. ▪ Parents will have an improved understanding of how learning happens and more confidence in supporting their child at home. ▪ Learners will receive more consistent messaging around learning, across the school and at home, and will be able to explain their learning, taking increased responsibility for their role.	▪ Staff and pupil questionnaires and focus groups. ▪ Attainment data ▪ PRD discussions ▪ Lesson observation feedback documentation and follow up actions/interventions ▪ Self-evaluation audit documents of QI 2.3 ▪ Parental evaluations will indicate increased understanding and confidence, to the extent that the parent body can deliver workshops to other parents.	▪ ELT consultation to develop revised approach to lesson observations, linking to professional development, peer support and collaborative learning. ▪ Staff/pupil/parent consultation ▪ In-house Professional learning offer will be tailored to support the development needs of staff (identified through PRDs, Lesson Observations, PLVs) ▪ Pilot new approach with 2 Faculties ▪ Deliver a 3-part parental engagement model focused on learning looking at: - Our Approach - Listening to our families - Co-Planning Support
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5. We recognise the importance of moderation in the delivery of high-quality learning and teaching. Following advice from Education Scotland, moderation in the BGE will continue to be a focus. To support this work, we will continue to focus on the stages of the Education Scotland moderation cycle (year 3)	▪ All young people will benefit from a consistent approach in the BGE and as a result will better understand where they are in their learning and what they need to do to succeed. ▪ Learner questionnaires will show increased confidence in our pupils that their needs are being met across all curricular areas. ▪ Almost all young people will be able to discuss how they are challenged and supported in their learning.	▪ Staff surveys will evidence: - a greater depth of understanding of the breadth and scope of moderation - further improvements to moderation in the BGE across all stages of the cycle. - Awareness, confidence and consistency of staff ▪ Pupil focus groups ▪ Record of ELT meetings (opportunities to share practice) ▪ Record of meetings with primary schools ▪ Areas for development previously identified by staff surveys and pupil focus groups addressed and actioned.	▪ Dedicated time for focused discussions/sharing effective practice during inset days, DMs and ELT meetings ▪ Inservice day time for working on embedding improvements across the year ▪ ELT time ▪ Time with primary schools ▪ Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress ▪ Reporting highlights progress and next steps in learning ▪ Feedback is linked to success criteria and next steps are identified ▪ Establish links with cluster primary schools.
6. Data is shared at transition and throughout BGE with key focus in supporting Literacy and Numeracy.	▪ By May 2026, 82% of S3 pupils will achieve Level 4 Numeracy – 86% ▪ By May 2026, 84% of S3 pupils will achieve Level 4 Writing (Literacy) – 84% ▪ By May 2026, at least 85% of pupils in S1 will have increased their reading age by a year. ▪ By May 2026, at least 85% of pupils in S2 will have increased their reading age by a year.	▪ In Service Day/Effective Practice Presentations and tasks ▪ FH/PT collegiate discussion time and feedback ▪ Attainment data – SNSA & Reporting data ▪ HT/PT Annual Reviews ▪ Pre/Post Accelerated Reading Data ▪ Pre/post numeracy intervention data	▪ Project Leader Attainment BGE to analyse attainment data and provide targeted interventions ▪ Accelerated Reading Programme (PEF support £300) ▪ 0.2FTE Numeracy to support creative and bespoke interventions including transition work with Cluster primaries (PEF) ▪ P7 Subject time within Cluster Primaries – Weekly: 2 periods English and Maths. ▪ Pupil Passports for BGE pupils (SfL)

7. Actions to support attainment are data driven and interventions are flexible to allow pupils to be supported throughout the session.	▪ SP Achieve Local Authority Senior Phase Attainment targets agreed in August/Sept 2025 ▪ By August 2026, at least 75% of N5 results are in line with the pupil's S3 final BGE levels (S3 exam data) ▪ By May 2026, almost all (91-99%) of our targeted group (S4-6) of pupils (care experienced, those impacted by poverty, young carers and those with ASNs) feel supported to achieve success and positive outcomes in line with their peers (May 2023 76% of targeted pupils compared to 97% of peers)	▪ All departments and Attainment Team will sample reports ▪ Learner conversations ▪ S1 & S2 will engage in a weekly library period to promote a culture of reading ▪ Analysis of reporting data measured against ▪ National Standards or previous reporting data ▪ Analysis of care experienced attainment data. ▪ Regularly updated ASN spreadsheet to inform staff ▪ In Service Day/Effective Practice Presentations and tasks ▪ FH/PT collegiate discussion time ▪ Attainment data – SQA, Insight & Reporting data ▪ HT/PT Annual Reviews ▪ All departments and Attainment Team will sample reports ▪ Learner conversations ▪ National Qualifications – targeted group ▪ No. of care experienced pupils staying on beyond S4 compared to their peers. ▪ Analysis of care experienced attainment data.	▪ Enhanced use of attainment data to support pupils in appropriate options choices ▪ PT Attainment to analyse attainment data and provide targeted interventions ▪ Principal Teacher Learning and Teaching in collaboration with West Partnership ▪ Introduction of Departmental/Faculty collaboration to ensure consistency in interventions. ▪ Enhanced use of attainment data to support pupils in making appropriate options choices ▪ Regularly updated ASN spreadsheet to inform staff ▪ Continued use of S3 examination diet to support transition and interventions at start of Senior Phase. ▪ Change in Senior Leadership Team structure with Year Group continuity to enhance interventions with pupils and parents/carers
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			▪ Inclusion of S4-S6 Study Skills Workshops and Parent Information evenings to support pupils effective study approach. Sessions run by Attainment Team and through collaboration with Glasgow University.
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Improvement Priority 2 CARING - Health and Wellbeing			
NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
1. Following on from analysis of the Glasgow Wellbeing and Motivation Profile (GMWP) and feedback from our Young Leaders of Learning we recognise the need for our young people to have a greater understanding of their own Wellbeing and the supports that are available to them. Updating the Glasgow Wellbeing and Motivation Profile , to ensure it is aligned with the wellbeing needs of our community	- By June 2026, almost all learners (91-99%) will have completed a wellbeing profile. - By June 2026, almost all learners (91-99%) scores 8/10 (80%) for the statement <i>'I feel safe in school'</i> - By June 2026, almost all learners (91-99%) scores 8/10 (80%) in having knowledge of the Wellbeing Indicators which supports their school experience - By June 2026, almost all learners (91-99%) scores 8/10 (80%) that <i>'Staff respect my voice & views and listen to me'</i> - Almost all young people (who are experiencing challenges) report that they have had access to appropriate support interventions. - By October 2025, all S1 pupils have been monitored and discussed regarding the need for Wellbeing reconnectors	- GMWP results (individual, year group and whole school) - Merits/Demerits/Referrals Attendance/Lates - Referral documentation via transition meetings/GIRFEC meetings - Links with catchment schools - Pre & Post Scores from Wellbeing services - Pupil/Staff/Parent & Carer focus groups - Pupil/staff/Parent & Carer/Partner questionnaires - FH/PT meeting minutes - Departmental meeting minutes - SLT meeting minutes - Attainment data - GIRFEC meeting minutes - TAC minutes - Pre and Post Scoring Evaluations	- PSE programmes - Pastoral check-in's - S6 Psychology pupils/BGE pupils have co-conscripted GMWP questions (Pupil Voice) - Differentiated version for ASN pupils to ensure inclusivity - Wellbeing Working Group - Introduction of Wellbeing re-connectors, to re-establish and recall positive wellbeing strategies for pupils who have recently transitioned to high school or Gryffe as a new school - Continued implementation of NVR practices via Renfrewshire's Nurturing Relationships Approach (RNRA) - Continued implementation of CIRCLE strategies across the curriculum - GIRFEC Framework - Rebranding emails to ensure GIRFEC requirements are acknowledged, enhancing safeguarding within school - Update of current self-esteem programme to include boys also (to rebuild self-esteem, wellbeing and self-awareness)

	▪ Continued use of CIRCLE strategies will ensure positive outcomes for all young people, regardless of ASN ▪ Continued use of weekly meetings to ensure all (100%) pupils, can be referred to GIRFEC meetings & receive support/intervention if required ▪ All staff continue to support the wellbeing of all (100%) pupils & have a greater understanding of the needs of our community ▪ By June 2026, all pupils (100%) state that the self-esteem 1-1 programme has positively impacted their wellbeing & experience within school. An increase in their wellbeing score has been demonstrated. ▪ By June 2026, S6 Wellbeing Ambassadors are a key intervention in establishing change/support for whole school Wellbeing approaches		▪ Termly updates of school's demographic through a wellbeing lens ▪ Continue to build on S6 Wellbeing Ambassador Programme
2. Collaborative work with our cluster schools has identified the need to intervene as early as possible to support those children and young people who are experiencing EBSA	▪ By June 2026, all pupils have been supported to access education. All pupils are able to access wellbeing interventions out with the school building		▪ Staged Intervention forms ▪ Primary attendance data ▪ Attendance tracking periods ▪ Wellbeing interventions ▪ EBSA Horizons training
3. Children's social, emotional, and mental wellbeing is shaped as much at home as in school. At Gryffe High	▪ By June 2026, all parents attending NVR groups will acknowledge an increased		▪ Build on current NVR Parent & Carer Group

School we recognise the importance of actively engaging and supporting families, to create a consistent and nurturing environment across all settings.	understanding of NVR approaches & a positive impact on their relationship within the home - By December 2025, the voice and views of both pupils and parents impacted by bereavement, will be heard/gathered. - By June 2026, parent ambassadors are a key intervention in establishing change/support for whole school Wellbeing approaches		- Working in partnership with family wellbeing team - Refresh St. Vincent's bereavement materials in collaboration with St. Vincent's and pupil group - Establish a Parental Wellbeing Ambassador programme, to ensure the voice and views of parents are heard. This enhances connection and relationships with key stakeholders - Meetings with St. Vincent's team - Meetings with pupils to gather lived experience and advice - Creation of staff bereavement group - Utilise 'Seasons for Growth' materials - Assemblies - Infographics
4. Through the work of our Young Leaders of Learning we recognise the need to revisit the Rights Respecting Schools Gold Award criteria to ensure that the rights of the child are embedded in every aspect of school life.	- By June 2026, almost all young people (91-99%) report that they learn about their rights at school and feel they are treated with respect by adults and pupils - By June 2026, we have completed consultation and will be ready to launch new Gryffe High School Equity and Equalities Policy	- Staff and pupil RRSA Gold surveys - Pupil surveys - Pupil MVP surveys - Department Pupil Surveys - Learner Conversations - Staff, parent/carers, pupil consultations	- Parent Council presentations - Focus Groups (pupil and parent) - Focus groups with pupil and parent groups - Gathering of data - Completion of relevant documentation - Ready to Learn Clubs - Promote and support Wellbeing initiatives - Project Leader Equity - Project Leader Equality and Inclusion - MVP programme - ESAS input - The Promise training Create Gryffe High School Equity and Equalities Policy

Improvement Priority 3

ACHIEVING - Wider Achievement/Employability/Positive Destinations

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
- Our Pupil Support Team and DYW Coordinators support all pupils with careers education and work experience to inform them of the choices for future career. - Through collaborate work with The Careers Service at Skills Development Scotland and Invest Renfrewshire, we support all pupils to achieve a positive destination.	- By June 2026, over 95% of S4 pupils take part in a work experience placement. 100% of S1 pupils will be registered on My World of Work by September 2025 which will help build career management skills and discover what careers match pupil skills, interests, education, and experience. - My World of Work platform will be used by 100% of S3 for profiling by June 2026. This will give pupils the opportunity to explore their interests and strengths using the online tools. - By May 2026, increase employability qualifications for pupils at risk of not achieving a positive destination to ensure 100% of pupils achieve a positive destination	- Destinations Audit completed twice a year for S4-6 future career tracking - Pupil Voice 16+ Participation Portal - SDS Partnership - UCAS Destinations Data - Curricular (subject) promotion of Career Educations - Insight data – Parental engagement Padlets - Tracking via dept padlets / MS forms - Parental Survey - Work experience data analysis - Pupil Evaluations of employability events. - Project Leader STEM	- Parental engagement padlets including DYW - S2 One to One SDS careers interview - S1-6 SDS Career Group Work input by SDS - Enhanced Service Offer via Matrix data for S4-6 - PL Employability Tracking, Monitoring and Interventions (Additional DYW Scottish Government Funding) - DYW coordinator – targeted interventions, including works experience placements, for S4 and S5 Winter Leavers and those at risk of a negative destination - Increase opportunities for bespoke work experience for those pupils identified through our destination audit at risk of a negative destination - Increase work with partner agencies to improve sustained destinations – LA link D Conway: CSCS card training. - Partnership work with employability schemes such Barnardo's, Street League and Kings Trust to target most vulnerable

	▪ Begin to embed Career Education Standards by May 2026		pupils to provide opportunities for employment. ▪ Presentation to staff On Career Education Standards - what this means and how to bring it into class lessons
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Improvement Priority 4 (Written by our Young Leaders of Learning)

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

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Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
- YLL thought implementing the change of approach in regard to phones in Gryffe will deter poverty inequality and bullying. Pupils felt that most of the negative behaviour stemmed from mobile phones. Pupils felt that the change of approach would also help build positive relationships as it will encourage pupils to talk to each other at interval and lunch. - Pupils do not fully understand what it means to be a Rights Respecting School. - Pupils felt that there could be small improvements to enhance how we celebrate success. - YLL felt that the procedure for dealing with incidents of bullying needs to be much clearer.	- Pupils feel safe and supported in school. - The wellbeing needs of all pupils are met. - Pupils will have an increased understanding of what it means to be a Rights Respecting School - Increase achievement recognition - Pupils feel safe and supported in school. - The wellbeing needs of all pupils are met. - Reduction in recorded number of bullying incidents	- Pupil surveys. - Pupil focus groups. - Pastoral interviews. - Data gathered from GMWP. - Demerit data - Referral data - SEEMiS data	- Mobile phones have not to be seen or heard in the school building. - This will be communicated through assemblies, PSE and individual subjects. - Return of achievements board - Bullying policy has been re written to include feedback from, for example the creation of a visual aid to display the procedures in pupil friendly language and images. The policy will be launched in August 2025.

