

S&Q Report 2025 – 2026

Bo'ness Public Primary School

1 Play-based Pedagogy



Aim

Increase engagement through inclusive play shaped by children's voice.



Progress

Open area reorganised; accessible signage, class rotas and fortnightly planning established. Varied play stations support access.



Evidence

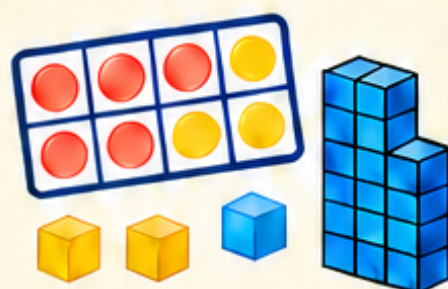
Reported gains in ownership, motivation and participation. Systematic observations are needed to evaluate engagement.



Next steps

Use Leuven Scale observations; sustain pupil voice and rotas; capture learning in a photographic floor book.

2 Building Thinking Classrooms



Aim

Improve mathematical understanding, engagement and problem solving.



Progress

Initial modelling and observations completed. Parent Council funded whole-school concrete materials; Leckie textbooks purchased.



Evidence

BTC is not yet embedded in P4-P7. Resources strengthened; learner impact remains to be evaluated.



Next steps

Provide training aligned with Falkirk's pedagogy strategy; develop purposeful resource use and phased BTC implementation.

3 CIRCLE Framework



Aim

Strengthen inclusive practice and reduce barriers to learning and participation.



Progress

Staff professional learning and self-evaluation identified strengths and development priorities. Support for Learning Policy developed collegiately.



Evidence

A clearer shared framework for support and review. Consistency of practice and learner impact require further evaluation.



Next steps

Embed CIRCLE and policy; review support plans; gather pupil and family feedback; track participation and progress.

4 Relationships Policy and Practice



Aim

Strengthen safe, respectful relationships and consistent nurturing responses.



Progress

Draft policy sets out nurturing and restorative approaches. Enhanced Support Team input informed shared-space adaptations.



Evidence

Progress in policy development, environment and staff engagement. Sustained learner outcomes are not yet established.



Next steps

Consult and finalise policy; provide coaching; continue joint planning; evaluate regulation, engagement and participation.

5 Data-informed Support



Aim

Provide timely, targeted support for care-experienced and Stage 3 learners.



Progress

More systematic attainment, engagement and wellbeing tracking. GIRFEC and ASN processes strengthened.



Evidence

Better information to inform planning. Further evidence is needed to demonstrate sustained improvements in learner outcomes.



Next steps

Refine GIRFEC overview; strengthen SMART targets and wellbeing assessments; review intervention outcomes and individual progress.

Our shared focus: engagement • inclusion • wellbeing • achievement • attainment