

**PRIORITY
1
STEM**

Developing STEM learning was a key priority for us this session.

This year, we focused on four key areas of STEM to give children a broad and exciting learning experience. In Coding, children explored digital tools and developed problem-solving skills through fun, interactive programming tasks. Craft, Design and Engineering allowed learners to design, build, and test creative solutions to real-world challenges. In Food and Textiles, children developed practical life skills like cooking and sewing, promoting independence and healthy living. Practical Science gave children the chance to investigate, experiment and develop a deeper understanding of the world around them through hands-on scientific enquiry. We also developed new partnerships with local businesses, including a Primary 6 enterprise project with Little Kerse, and strengthened our links with DYW to explore how STEM connects to future careers.

Teacher feedback highlighted enhanced confidence and subject knowledge in delivering STEM content, particularly through practical and cross-curricular approaches. Collaborative planning and delivery strengthened consistency in practice and inspired new teaching strategies. Observations and pupil voice indicated high levels of motivation and enjoyment, especially among pupils who benefit from practical, hands-on, multi-disciplinary learning. The STEM sessions have not only raised the profile of STEM across the school but also contributed to improved learning outcomes and a more dynamic, skills-rich curriculum.

Our next steps are to refine our Stage 3 Enhanced Support model to ensure it continues to meet the needs of all learners. We will build on this year's progress by further developing staff knowledge and professional learning around neurodiversity, including neurodevelopmental differences (NDD), trauma and social, emotional and behavioural needs (SEBN), to strengthen inclusive practice and ensure every child feels understood, supported and able to thrive.

PRIORITIES

2025-2026

- Strengthening relationships and positive behaviour
- Enhancing support for children with additional needs
- Developing positive playground experiences
- Deepening parental engagement in learning
- Embedding STEAM throughout the curriculum
- Increasing meaningful pupil voice and participation

Collectively, these priorities will enable us to build upon this year's achievements and continue fostering a safe, inclusive, and inspiring environment for all learners.



A circular logo with the word "FOOD" in colorful, stylized letters. Above the letters are a fork and a knife. Below the letters are a tomato and a slice of Swiss cheese.

Our next steps are to continue embedding STEM across all stages and to extend our approach to include the Arts, moving towards a STEAM model. This will allow children to combine creativity with skills like problem-solving, design and exploration in meaningful, imaginative ways. We aim to build staff confidence through continued collaboration and professional learning, create more opportunities for cross-curricular projects, and strengthen partnerships with families and the wider community to bring learning to life across all areas.

Children responded very positively to our whole-school STEM Week, with 90% rating their enjoyment as 4 or 5 out of 5. Learners described feeling excited, curious and focused, and reported increased confidence in applying STEM skills—particularly in coding, textiles, science and design. Baking, textiles and engineering were among the most enjoyed activities, with some children continuing their learning at home. Several asked for more variety and increased opportunities, especially in coding. Many expressed interest in future STEM careers such as scientists, chefs and engineers. Almost all said they would like to take part again next year.

IMPACT

This session, we've been working hard to establish Stage 3 Enhanced Support at Beancross to ensure children who need more targeted help feel included, supported and successful in school. As part of this, we created two nurturing spaces – The Treehouse and The Nest – where children can access calm, flexible support tailored to their individual needs. These spaces have already made a positive difference, and we continue to work closely with families and partners to create personalised plans that help every child feel safe, confident and ready to learn. Alongside this, we delivered Decider Skills and Seasons for Growth, providing children with practical strategies to understand and manage their emotions, cope with change, and build resilience.

PRIORITY 2

Enhanced Support

Early Learning Class

This session our Early Learning Class focused on raising numeracy attainment through four bespoke professional learning sessions. These enhanced staff confidence and enabled the delivery of high-quality numeracy experiences. Weekly 'Fun with Numeracy' groups were introduced, resulting in 62% of targeted children and 82% of all children showing improved attainment.

The Leuven Scale showed 90% of children were more engaged and involved. Additionally, 100% of staff reported increased confidence in supporting numeracy development. Children's voices were actively included, helping shape engaging and meaningful learning experiences tailored to their interests and needs.

KEY HIGHLIGHTS!

Bikeability

Football

Residential

Basketball

Ambition

Motivation

Nurture

Respect