



Clackmannanshire
Council

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Comhairle Siorrachd
Chlach Mhanann

SCHOOL IMPROVEMENT PLAN

Abercromby Primary School

Session 2026-2027

(Year 2 of 3)





IMPROVEMENT PLAN PRIORITY OVERVIEW

Head of Establishment	Abercromby Primary School
Total PEF Allocation:	£133,525



Priority	Long Term Improvement Outcome	Accountable Person
1.	By June 2028, attainment in Literacy across P1, P4 and P7 will improve by 10%.	Linzi Stark & IP group
2.	By June 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10%.	Deborah Hamill & IP group
3.	By June 2028, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.	Rebecca Chapman & IP group



PRIORITY 1

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2028, attainment in Literacy across P1, P4 and P7 will improve by 10% (baseline 72.8%)

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



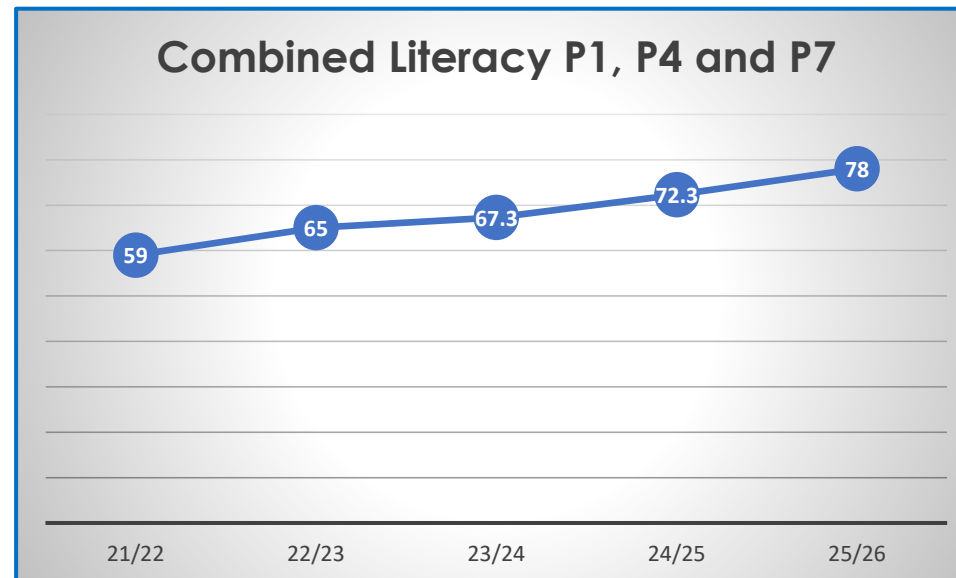
Rationale

Literacy attainment across the authority is a focus across all schools and improvements to raise attainment are of upmost priority. The national average for combined Literacy for P1, P4 and P7 in 24/25 was 75%.

The 25/26 Achievement of a Level data for Abercromby PS shows that 78% of children in P1, P4 and P7 have achieved the expected levels in Literacy. This is 0.2pp above our specific literacy improvement target for year 1 of our 3-year improvement cycle, 2pp above the Clackmannanshire Stretch Aim and 3pp above the national average for 24/25.

As can be seen from the graph, our combined literacy data is on an upwards trajectory so in order to keep this trend and to keep progressing in line with the Clackmannanshire Stretch Aim, focused work on Literacy is still required and is ongoing. A further break down of the Literacy components provides a clearer picture of our whole school attainment and Reading and Writing will be our specific areas for improvement which will require interventions for session 26/27.

Throughout our Improvement Plan, key features of QI2.3 Learning, Teaching and Assessment will be threaded through to ensure that we are continually striving to provide the best opportunities for our learners and improve outcomes for them thus resulting in improvement in attainment.

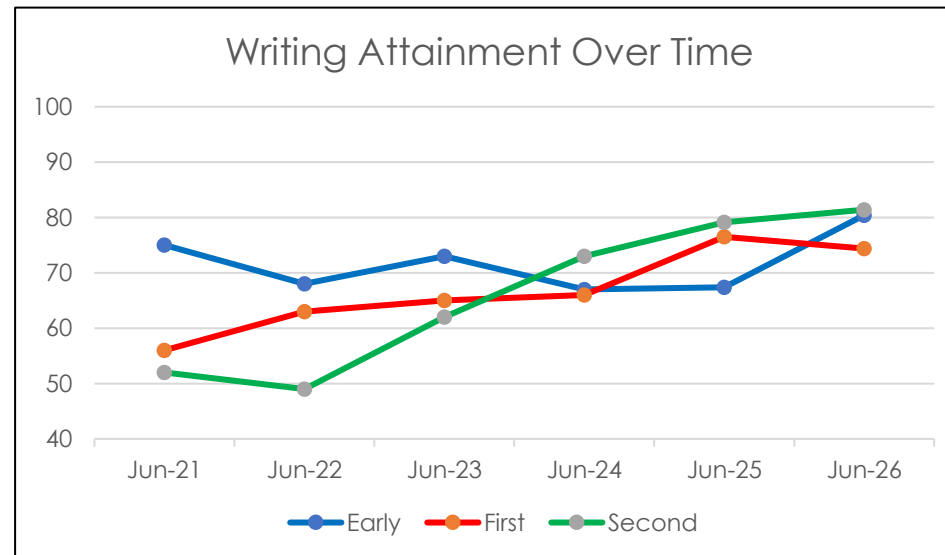




Writing

'Writing the Abercromby Way' incorporating Talk4Writing, the National Improving Writing Programme and developing a phonics and spelling progression have been key features of our writing pedagogy approaches this year.

The graph below shows our writing attainment over time. As can be seen, there is an upward trajectory for early and second level. This highlights the need to maintain this progress but also highlights the need to focus on writing at first level.



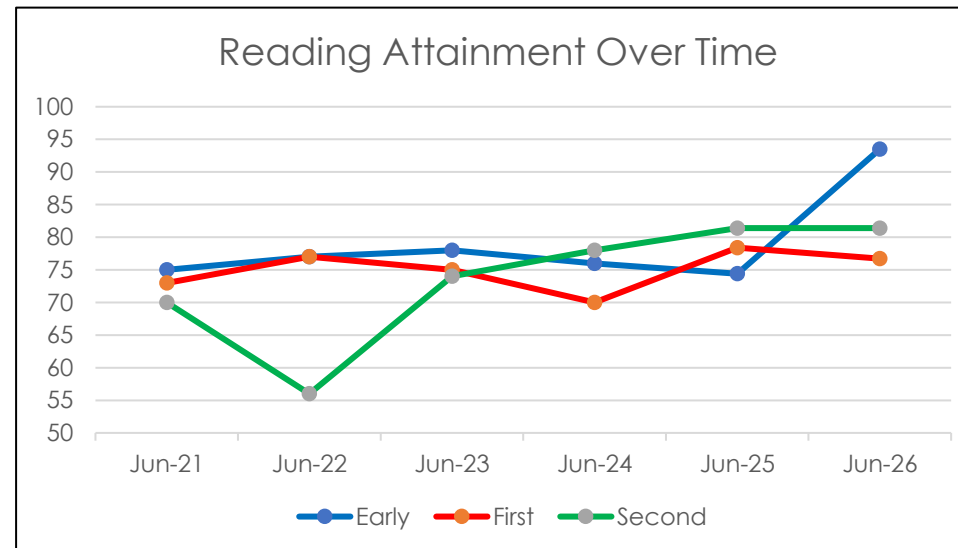
Across the school for P1, P4 and P7 combined writing, we have achieved 78.8%, an increase on last year of 4.5pp. We are also above the national average of 77% for P1, P4, P7 combined writing. Comparing ourselves to the National Attainment data from 24/25, for writing, we are 1.4pp above at Early Level, 0.4pp above at First Level and 4.4pp above at Second Level. Although we are now in line with national expectations at First Level, the small margin highlights the need to continue focusing on this stage.

We will continue to strengthen writing across the school in session 2025/26, maintaining the upward trajectory at Early and Second Levels while improving writing approaches across Primary 2–4 to positively shift progress at First Level. We will further embed the National Improving Writing Programme at First Level and continue to develop our assessment and moderation procedures. Consistent use of Writing Individual Learning Records and the Clacks Progression Pathways will support robust Teacher Professional Judgements of achievement of a level across all stages.



Reading

'Reading the Abercromby Way' has seen a renewed focus on reading for enjoyment, having achieved our Core Reading Schools Accreditation this year and as we work towards achieving silver. As can be seen on the graphs below, our reading attainment has decreased slightly at First Level, remained the same at Second Level and seen a positive increase at Early Level.



Across the school for P1, P4 and P7 combined reading, we have achieved 84.1%, an increase on last year of 6.2pp. We are also above the national average for combined P1, P4, P7 reading. Comparing ourselves nationally to the National Attainment data from 24/25, we are 12.5pp above at Early Level, 2.1pp below at First Level and 0.6pp below at Second Level. This again highlights the need to focus on reading at First Level.

We will continue to strengthen reading across the school in session 2026/27, working towards our Silver Reading Schools Award and maintaining the upward trajectory at Early and Second Levels. A renewed focus on reading approaches, alongside strengthened phonics progression from Early into First Level, will support us to positively alter the attainment trajectory.

We need to further develop our assessment and moderation procedures in reading to ensure robust teacher professional judgement of achievement of a level across all stages, including consistent use of Reading Individual Learning Records and the Clacks Progression Pathways.



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
QI2.3 Learning and Teaching					
By October '26, all teachers will engage in professional reading of the 'Learning and Teaching the Abercromby Way', our approach to learning and teaching and implement key elements to deliver high quality Literacy lessons.	Improved confidence when teaching Literacy Improved use of LI and SC observed in Quality Assurance visits Learning Conversations show increased understanding of what is being learned and how to be successful	Structured routines and expectations used by all classes Learning Intentions & Success Criteria used in writing and reading lessons QA visits and professional dialogue Explore a consistent approach to home learning across the school for literacy tasks	Literacy Group and SLT All teaching staff Learners	By end of term 1	
By December '26, all staff will participate in moderation sessions to increase confidence in their professional judgement for achievement of a level across the Literacy components.	Teacher views Attainment Data uplift	Knowledge of benchmarks, pathways, expectations and patchwork of evidence & learning Creation of Reading ILRs Consolidation of use of Writing ILRs Staff will engage in professional dialogue regarding achievement of a level with peers	Literacy Group and SLT All teaching staff	By end of term 2	



By April '26, all staff will engage in the Instructional Coaching model to ensure delivery of high-quality learning and teaching in Literacy.	Teaching staff views	Embed key learning and teaching in all lessons Peer visits and IC dialogue	IC Leads All teaching staff	By end of term 3	
By June '26, All staff will be more confident in their planning of learning and teaching of a Literacy lesson.	Teaching staff views Quality Assurance visits Professional dialogue	Quality Assurance peer visits Collegiate sessions Moderation discussions Progress towards Reading Schools Award- Silver	Literacy Group and SLT All teaching staff	By end of term 4	
Literacy Interventions					
By September 26' all targeted groups will be established for reading and writing and supports timetabled.	Data for Improvement TPJ spreadsheets for reading/writing TPJ June '26 data Phonics assessments Spelling progression for P2, P3 and P5 SNSA analysis for current P2 and P5	Nessy for targeted learners Oxford Reading Buddy for all learners Colourful Semantics / NIWP targeted groups established Learning Assistant support groups Phonics groups LAs to be trained to support NIWP	Literacy Group and SLT All teaching staff	By end of term 1	
By October '26, all learners from P3-7 will engage in the NIWP programme to consolidate key tools for	TPJ June '26 data Baseline Tools for Writing Pareto	NIWP intervention using the Writing Bundle	Literacy Group and SLT P3-7 teaching staff Learners	By end of term 1	



writing and all learners from P3-P7 will engage in a consistent reading approach.	Writing benchmarks Learner Views TPJ Data uplift Nov '26	Oxford Reading Buddy			
By December '26, almost all learners in P1-P3 will have increase engagement when reading and writing.	TPJ June '26 data Baseline writing examples Phonics assessments Writing benchmarks Post intervention assessment of Tools for Writing TPJ Data uplift Nov '26 Leuven Scale for engagement	Active Literacy used to teach phonics in P1 and P2 Learners in P1 will have learned all initial sounds Embed P2 and P5 spelling progression, consolidate P3 progression 12-week intervention using Colourful Semantics in P2 and P3 (targeted light green learners) P2/3 Reading in the Early Years Programme	Literacy Group and SLT P1-3 teaching staff Reading leads	By end of term 2	
By June '27, attainment in Literacy across P1, P4 and P7 will improve by 3%.	TPJ Data uplift Nov '26 compared with final achieved data June '27 Assessed writing evidence Reading / Writing Benchmarks, ILRs, Progression Pathways	All children in P1-7 will participate in Talk 4 Writing lessons and show progress Targeted groups of learners focusing on NIWP/Reading intervention Moderation of writing	Literacy Group and SLT All teaching staff Learners	By end of term 4	



PRIORITY 2

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10% (baseline 75.2%).

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



Rationale

Numeracy attainment across the authority is a focus across all schools and improvements to raise attainment are of upmost priority. The national average in 24/25 of learners in P1, P4 and P7 (combined) was 80%. The 25/26 Achievement of a Level data for Abercromby PS shows that 82.6% of children in P1, P4 and P7 (combined) are achieving the expected levels in Numeracy (see Fig 1.). This is 2.4pp above our specific numeracy improvement target for year 1 of our 3-year improvement cycle, 3.6pp above the Clackmannanshire Numeracy stretch aim and 2.6pp above the national average for 24/25.

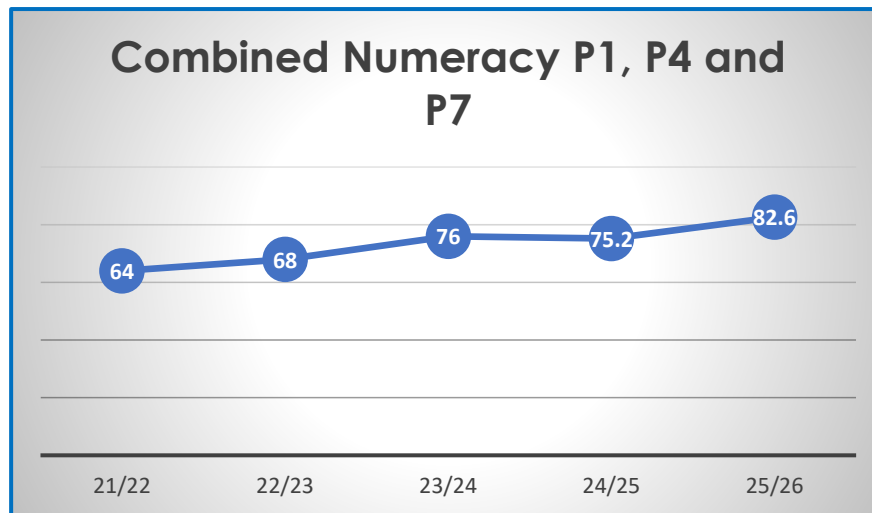


Fig 1.

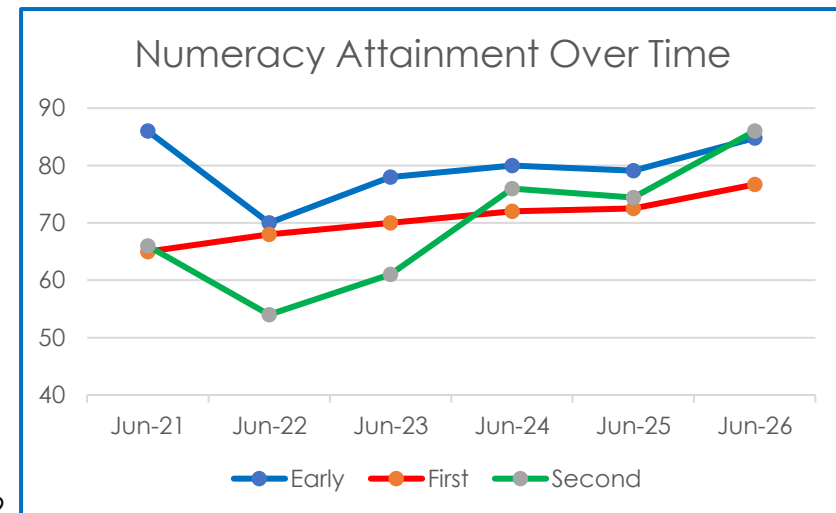


Fig 2.

Fig 2. provides a clear picture of our whole school attainment over time and identifies that although our Numeracy attainment continues to be on the upward trajectory, we need to continue to focus on all aspects of Numeracy learning and teaching to ensure this upward trend continues.

Improvement in the attainment of Numeracy and Mathematics across the whole school continues to be a priority. Following the work completed last session, we plan to embed our consistent approach using the Concrete, Pictorial & Abstract (CPA) pedagogy to support our numeracy journey. Throughout our Improvement Plan, key features of QI2.3 Learning, Teaching and Assessment will be threaded through to ensure that we are continually striving to provide the best opportunities for our learners and improve outcomes for them thus resulting in improvement in attainment. Family engagement and involvement will be built upon from last session too.



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
Q12.3 Learning and Teaching					
By October '26, all teachers will engage in professional reading of the 'Learning and Teaching the Abercromby Way', our approach to learning and teaching and implement key elements to deliver high quality Numeracy lessons.	Improved confidence when teaching Numeracy Improved use of LI and SC observed in Quality Assurance visits Learning Conversations show increased understanding of what is being learned and how to be successful	Structured routines and expectations used by all classes Learning Intentions & Success Criteria used in numeracy lessons QA visits and professional dialogue Play based numeracy activities explored at P1 & P2 Explore a consistent approach to home learning across the school for Numeracy tasks	Numeracy Group and SLT All teaching staff Learners	By end of term 1	
By December '26, all staff will participate in moderation sessions to increase confidence in their professional judgement for achievement of a level across Numeracy.	Teacher views Attainment Data uplift	Staff will engage in professional dialogue regarding achievement of a level with peers Knowledge of benchmarks, pathways, expectations and patchwork of evidence & learning	Numeracy Group and SLT All teaching staff	By end of term 2	
By April '26, all staff will engage in the Instructional Coaching model to ensure delivery	Teaching staff views	Embed key learning and teaching in all lessons	IC Leads All teaching staff	By end of term 3	



of high-quality learning and teaching in Numeracy.		Peer visits and IC dialogue			
By June '26, All staff will be more confident in their planning of learning and teaching of a Numeracy lesson.	Teaching staff views Quality Assurance visits Professional dialogue	CPA approach evident in planning Quality Assurance peer visits Collegiate sessions Moderation discussions	Numeracy Group and SLT All teaching staff	By end of term 4	
Numeracy Interventions					
By September '26 all targeted groups will be established for numeracy and supports timetabled.	Data for Improvement TPJ spreadsheets for numeracy TPJ June '26 data Phased assessments SNSA analysis for current P2 and P5	Numberblocks groups Building Blocks groups Tackling Tables challenges Sumdog challenges Learning Assistant support groups	Numeracy Group and SLT	By end of term 1	
By December '26, all teachers will evidence the CPA approach within their daily numeracy lesson.	Quality Assurance visits (SLT and Peer) Learning Conversations demonstrate increased knowledge and understanding of CPA approach	Progression of children's mental maths strategies Planning will include the CPA approach as part of the numeracy lesson Daily lessons will involve learners using the CPA approach	Numeracy Group All teaching staff Learners	By end of term 2	



By June '27, attainment in Numeracy across P1, P4 and P7 will improve by 3%.	TPJ Data uplift Nov '26 compared with final achieved data June '27 Phased assessments SNSA P1, P4, P7 Benchmarks, ILRs, Progression Pathways	All children in P1-7 will engage in numeracy lessons using the CPA approach All children will participate in daily mental maths strategies Moderation of numeracy	All teaching staff Learners	By end of term 4	
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PRIORITY 3

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2028, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in Numeracy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



Rationale

Following our ongoing self-evaluation using How Good Is Our School? we intend to improve learners leading learning opportunities:

Q11.2 Leadership of learning-

- There is a need for greater learner voice through learning with learners determining what and how they are going to learn.

Q11.3 Leadership of change-

- Develop effective ways to increase levels of learner consultation during School Improvement Planning and other school changes.

Q12.3 Learning, Teaching and Assessment-

- Children need to be more involved in the development of success criteria and be clear of how they will be able to judge their success.
- To upskill staff and ensure they feel confident to provide more opportunities for learners to co-construct success criteria.

To achieve this, we continue to lead change across the school and provide increased opportunities for our learners to lead their own learning in a variety of ways, including: 'Participation through a Playful Approach'

We intend to lead change by listening to children's voices through a playful, child-friendly approach. It is based on a synthesis of the following underpinning principles - participation, agency, pupil voice, play and leadership, reflected in Burke's '*Participation through a Playful Approach*' framework.

Embedding children's rights through meaningful, inclusive participation is a legal and moral imperative within Scottish education. The UNCRC (Incorporation) (Scotland) Act 2024 places a duty on us to ensure that children's views are sought, listened to and acted upon. This school improvement priority, based on a professional development opportunity, would align explicitly with UNCRC, Articles 12, 13 and 31. Addressing this priority would also complement existing guidance from the Scottish Government's advice on [Decision Making](#); children and young people's participation, Education Scotland's [learner participation strategy](#), and the Children and Young People's Commissioner Scotland [7 Golden Rules for Participation](#), amongst others.

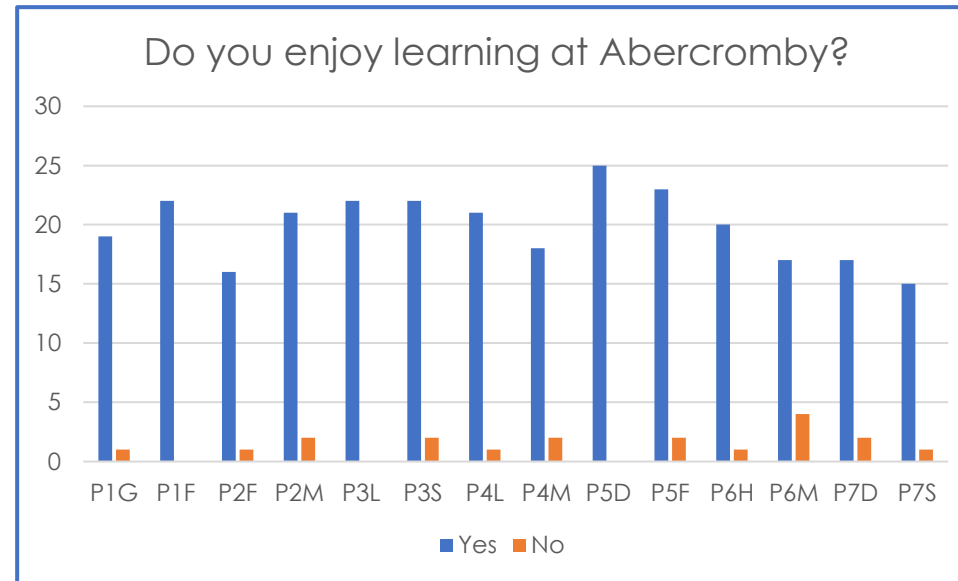
By strengthening approaches to children's participation through this priority and by widening our repertoire of inclusive, child-friendly and playful pupil voice methods, we will align our ways of listening with how children like to be heard. We will start with the child/children, uncovering what matters to them, tuning into their preferred modes of communication and co-constructing meaning alongside them. This process will represent a sustainable practice and cycle, rather than a one-off approach, so that we can ensure that children's views will be visible and at the heart of ongoing school improvements, influencing change.

Other focused areas for leading change through learners leading learning are:

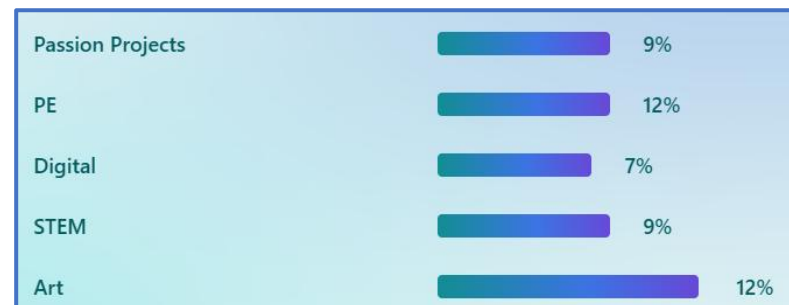
- Development of our Junior Leadership Teams including our Pupil Parliament,
- Extend the work on Passion Projects throughout the year,
- Engage in the Education Scotland's Leading Play Pedagogy in Primary 1 (Yr 2- targeted participation, Yr 3- extend across Early)



When we surveyed all learners in our school to contribute to the Standards and Quality report, 297 learners of our 325 learners participated in the survey, providing a completion rate of 91.4%.



93.6% of learners reported that they like learning in school, an increase of 11.8pp compared to last year's data. The feedback from our P4-P7 learners shows the following curricular areas they prefer to learn, passion projects reporting 9% of the votes.



6.4% of our learners said they didn't like learning in school, a decrease of 11.8pp compared to last year's data. This is a significant improvement and shows that our learners' leading learning journey has successfully begun and will continue into session 26/27, exploring more ideas to keep our progress positive.



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
Q12.3 Learning and Teaching- Passion Projects					
By October '26, at least 85% of learners surveyed will be able to clearly articulate the purpose of their learning and report they have regular, weekly opportunities to lead their own learning activities in Term 1.	Learner feedback survey data from May '26 Quantitative data from surveys exploring- <i>When I am doing a task in class, I can explain why I am learning it, not just what I am doing.</i> <i>I get opportunities to make choices or lead my own learning activities at least once a week.</i> Learning Conversations to explore- <i>Why are you learning this today?</i> <i>What are you going to do if you get stuck?</i>	Session for all learners about how they learn. Continue to explore opportunities for developing learner voice in the classroom Complete HMle Learning survey Yearly plan for contexts, IDL and Passion Projects Class discussion about Passion Projects topics Learner led opportunities through Literacy and Numeracy learning Explore a consistent approach to home learning to develop Passion Projects	All teaching staff Learners	By end of term 1	
By December '26, 100% of teaching staff will participate in professional learning on Q1 2.3, with at least 85% successfully embedding targeted key elements into their daily lessons, as evidenced by peer observations and learning walks.	Staff confidence survey data (pre) Professional Learning logs/dialogue Learning Walks specifically focusing on observing key elements of Q12.3 chosen by staff	Collegiate sessions with a focus on Q12.3 Learners supported to set a Numeracy target and a Literacy target for working towards in T3.	All teaching staff	By end of term 2	



By April 2027, 90% of learners will demonstrate ownership of their learning by completing two Passion Projects and successfully achieving a personal progress targets.	Evaluations from learners on completion of their passion project/ literacy/ numeracy learning Sharing the Learning events Audit of class passion project completion and progress of literacy / numeracy targets	P1&2 Teacher supported project with whole class P3&4 Teacher supported group projects P5-7 Child led projects Evaluation of Literacy and Numeracy targets	All teaching staff Learners Families through home learning	By end of term 3	
By June 2027, all classes will improve leadership of learning opportunities resulting in a positive increase in engagement and attainment.	Learners leading learning approach will be evident across all classes through Learning Walks/QA visits HMle learner questionnaire for comparison Learner feedback survey data for comparison	P6 and P7 Profiles Complete HMle Learning survey Complete learner feedback survey with examples of choices 'Leadership the Abercromby Way' visual created	All teaching staff Learners	By end of term 4	
Q11.3 Leadership of Change- JLT					
By October 2026, Junior Leadership Teams (JLTs) will be established across P1-P7 cohorts, with representatives meeting termly to focus on school improvement, as evidenced by meeting minutes and a JLT action plan.	All learners allocated to group Registers of attendance Meetings planned for the year Meeting notes Action Plans JLT displays and noticeboards	JLT Teams established across the school with specific P7 JLT leads JLT Action Plans created Pupil Parliament/ Improvement Planning Group established P7 JLT meet every 3 weeks	All teaching staff All learners	By end of Term 1	



		Termly JLT meetings for P1-7			
By December '26, all learners in P4 and P5 will routinely lead peer-learning sessions (such as Reading buddies or French buddies) for younger learners on a regular basis, as evidenced by timetabled slots, teacher observations, and learner reflections.	Reflections from P4/P5 learners on leadership Feedback from P1/P2 learners on impact Peer Mediation programme of training	Peer Mediators recruited and trained P1 and P4 - French buddies established P2 and P5 - Reading buddies established		By end of Term 2	
By June 2027, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.	Actions on each JLT	Buddy Training provided to Primary 6 P3 and P7- Digital Leads P6 and Nursery Buddies JLT Improvement Planning meetings Actions on SIP 27/28 (linked to Learner Voice below) 'Leadership the Abercromby Way' visual created		By end of Term 4	



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
Leading Play Pedagogy in Primary One					
By March '27 Primary 1 staff to engage in ES Leading Play Pedagogy in Primary 1 and associated professional learning.	Staff survey (pre) Learner focus groups (pre) Classroom observations notes/feedback (peers, SLT, LA officers) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Tracking data on learner progress Assessment data – summative and formative incl. teacher professional judgement	Term 1- - Complete Module 1 and 2 - Engage in staff reflection - Engage in peer visits Term 2- - Gather learner voice - Focus on environment Term 3- - Complete Module 3 and 4 - Engage in observations - Share practice Complete planning audit	P1 Teachers SLT	By end of term 3	
By June 2027, the professional learning will have increased the level of understanding of Primary 1 staff on the features of a high-quality, play pedagogy learning environment in P1 (increase from * to at least *)	Staff survey (post) Learner focus groups (post)	Term 4- Engage in discussions re planning for play pedagogy Complete self-evaluation (staff and learners) Identify SIP and PRD priorities for 27/28		By end of term 4	



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
Participation through a Playful Approach					
SLT/staff – Increased awareness and understanding of ways of listening to children	Increased staff confidence in using participatory and creative methods Visible use of playful or creative listening strategies within setting Sharing progress updates at the Twilight sessions. Microsoft Forms feedback/evaluations at Twilights to indicate impact of professional development.	Attend four twilights on 'Participation through a Playful Approach' framework. Participate in the professional learning community to trial the four different stages of the framework. Explore ways of listening to children through play and of evidencing of listening.			
Children have agency when sharing their voices.	Children identify the focus for the project, based on what matters to them. Children express their views in a way of their choosing (e.g., through drawing/clay/Lego/blocks /music/sand). Observation of diverse forms of pupil expression (e.g. drawings, artefacts, models, storytelling, digital media) Through informal interactions, children report feeling listened to.	Child-led identification of target group/class/individuals. Observation of children. Creation of listening ateliers with sourcing of associated resources. Documentation of listening. Co-constructing meaning with children.			



Children's voices are visible and evidenced through a variety of approaches	Evidence and documentation of listening using a range of child-led approaches (e.g., observation narratives, talking books, mapping, display spaces, floor book, portfolios, digital tools) to gather, co-construct meaning, analyse and share pupil voice (e.g. video, Voice Notes, photographs, Book Creator, digital stories)	Identify documentation approaches to trial (through collaboration with children). Evidence the journey of listening to children, using school-specific, child-friendly approaches.			
Children's voices influence change: Child-led identification of school improvement priority for 27/28	Based on the above stages, children's views will inform a school improvement priority for 27/28. Evidence trail of children's views providing a rationale for future school improvement area (e.g., relating to strategic priorities/curriculum/school environment). Future learner participation is planned for in improvement cycles (plan-do-review).	Engagement in the Twilight sessions and professional learning Share the journey of listening to children's voices, using multi-media, at the final Twilight Session (March 2 nd) and within own staff teams and communities. Include identified area for improvement in 27/28 School Improvement Priorities Discuss as a staff team how to build on this Framework/approach in future years.			



Self-Evaluation Core Quality Indicators over time (Microsoft Form also to be updated)

Core QI	Establishment Self Evaluation (1-6)			Validated Self Evaluation	HMIE
	23-24	24-25	25-26	Date: Feb '25	Date: n/a
1.3 Leadership of Change	4	5	4	4	
2.3 Learning, teaching and assessment	3	4	4	3	
3.1 Ensuring wellbeing, equality and inclusion	4	5	4	3	
3.2 Raising attainment and achievement/ Securing children's progress	3	4	4	3	