

**Education and Learning Directorate**

**School/ELC Annual School Improvement Planning**

**2025-2026**

**School: Sheuchan Primary**

**Date: May 2025**

**SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)***

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| **School Priority**  **/Improvement Area for Learners** | | **Well-Being**  Ensuring a climate which promotes inclusivity and that allows all pupils to achieve their full potential | | | |
| **Evidence to support decision to prioritise this area (include baseline measures)** | | Outcomes for Learners/School Community | | **Key Tasks** | |
| Survey was undertaken in January 2025 to gather both parents and pupils' views on the culture of the school with a particular focus on relationships between pupils.  40/ 119 (33%) parents responded. The survey identified:   * 28% of parental responses indicated that their child sometimes experienced bullying and pupils mostly treated each other with respect * 10% of parental responses indicated that their child was regularly bullied at school and pupils did not treat each other with respect.   Pupil survey carried out with pupils in P4 – P7 identified:   * all pupils have a good understanding of what respectful behaviour looks like / sounds like. * Almost all felt that they had at some point not been treated respectfully by their peers · * Almost all recognized that they had not treated others with respect.   Observations by adults outside and the time spent dealing with low level behavioural issues following breaks is huge. Pupils struggle to deal with issues and expect adults to intervene.  Moodtracker- online software. Through pupils using this from P4 upwards it became clear that they had a limited understanding of what the different emotions meant and when they should use them.. E.g would say they felt scared – following discussion – they were going to the dentist | | **All** pupils will feel safe at school through the creation of a behavior code that identifies negative behaviours and promotes positive relationships.  **All** pupils in P4 – P7 will have a greater understanding of what bullying is and how they should interact with each other to create a positive culture both within and out with school.  **All** pupils in P1 – P3 will have a greater understanding of how they should interact with each other within the school.  **All** pupils will be more resilient when facing challenges with their peers.  **All** pupils, particularly from P4 upwards, will be able to manage disagreements with their peers in a restorative manner.  **All** pupils from P4 upwards will be able to identify why they are feeling the way they are and recognise when they need support.  All pupils will have a greater understanding of their rights and responsibilities with regards to RRS | | HT to deliver an INSET session at the beginning of the school year to look at the Edinburgh 3 year Resilience Pack.  Information to be shared with parents on their role in supporting the use of Edinburgh Resilience pack.  Fortnightly assembly using Edinburgh Resilience pack with follow up classroom activities.  Continue to work with Parent working party and pupils to create a behaviour code of practice which builds on the recently created ‘Respect For All’ policy.  HT to identify training to create pupil wellbeing champions.  DHT to work towards achieving Silver Award for RRS through weekly in class discussions and fortnightly assemblies. | |
| **NIF Priority** | | **NIF Driver** | | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** | |
| Improvement in children and young people's health and wellbeing | | Parental engagement | | 3.1 Improving wellbeing, equality and inclusion | |
| **Responsible/Lead Person** | **Time Allocations** | | **Funding – including PEF** | | **Expected Completion Date** |
| HT | INSET session  2CAT sessions | | NA | | June 2026 |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Parental information session | | |  | | |

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| **School Priority**  **/Improvement Area for Learners** | | To ensure that high quality learning and teaching is being delivered within each class across the school within the context of numeracy.  To raise the overall attainment of each area of the school within the context of numeracy  To develop appropriate learning & teaching strategies for the mathematical concepts being taught. | | | |
| **Evidence to support decision to prioritise this area (include baseline measures)** | | Outcomes for Learners/School Community | | **Key Tasks** | |
| **ACEL data May 2025**  **Numeracy – on track**  P1 – 87%  P2 – 86%  P3 – 72%  P4 – 73%  P5 – 73%  P6 – 82%  P7 – 96%  Across the school numeracy attainment is taking a dip in the middle stages. Class observations and focus groups identified that there was a need for further development work with teachers to ensure that high quality learning & teaching took place in these classes. | | **All** pupils will receive high quality learning and teaching opportunities within the context of numeracy.    **All** pupils will receive targeted approaches to suit their needs through teachers using NSA / INCAs to identify individual pupils' needs.  Attainment in numeracy will increase for **all** pupils through all teachers participating in CPD / CAT sessions looking at the learning & teaching within DNK / Beyond Number  **All** the school team will have an understanding of the concept of CPA and will use this approach when teaching numeracy within the classroom.  **The majority** of pupils within each class will be able to discuss what mental maths strategy they used and why they found it to be effective.  **Almost all** pupils will be able to talk about where they are in their numeracy / beyond number learning journey.    **The majority** of pupils will be able to discuss where they are within the school’s numeracy rubrics and be able to explain strengths and weaknesses.  **Most** parents will have a greater understanding as to how they can support their child within the context of numeracy.  **PEF** | | **I**NSET session looking at DNK and how it can be used for both planning and assessment  3 CAT sessions to focus on effective learning & Teaching within the context of numeracy / Beyond Number  DHT / 1 CT to provide 2 CPD sessions on Numicon and CPA – KL / MF  1 Day INSET training on Maths Talk, Numicon and Oracy- Cluster  Peer shadowing to support the embedding of effective practice.  Teachers to use DNK to plan /assess learning.  DHT / CT to monitor the use of DNK through focus groups, walk throughs and wall displays.  SMT to give teachers time to organise stay play and learn activities for parents to participate in and provide guidance sheets / online support clips.  DHT to update rubrics/ school tracker to match DNK | |
| **NIF Priority** | | **NIF Driver** | | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** | |
| Improvement in attainment, particularly in literacy and numeracy | | Teacher professionalism | | 2.3 Learning, teaching and assessment | |
| **Responsible/Lead Person** | **Time Allocations** | | **Funding – including PEF** | | **Expected Completion Date** |
| DHT | 2 INSET sessions  3 CAT sessions | | Cover for peer observations – HT / DHT to cover  2 days to release CT for planning INSET / CPD | | June 2026 |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Parental open afternoons – Stay, Play and Learn  Numeracy newsletters / online tutorials | | |  | | |

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| **School Priority**  **/Improvement Area for Learners** | | **To increase pupil voice and pupil participation in learning and school life.** | | | |
| **Evidence to support decision to prioritise this area (include baseline measures)** | | Outcomes for Learners/School Community | | **Key Tasks** | |
| Pupil focus groups, class discussion and eforms have shown:  Pupil Voice   * 40% feel that they have enough opportunities to share their views on school issues. * 9% feel that they are involved in decision making on school issues *(Discussion groups showed 64% could name times when they have in the past been involved in decision making)* * 23% feel that they have enough opportunities to share their views on class issues * 82% feel that they have opportunities to make decisions on learning and class issues *(Discussion groups showed 79% could name times when they have in the past school year where they have been involved in decision making)*   Meta Skills - pupils in P4 – P7   * 94% are aware of meta skills * 50% reported that their class teacher talked about meta skills on a daily basis. * 39% reported that their class teacher talked about meta skills at times throughout the week * 82% are aware of the value in developing meta skills * 52% of pupils were able to identify when and how they have used meta skills   Pupils in P1-P3  Class discussion showed that whilst they were aware of meta skills they were talked about less in the classroom and they were unable to make connections between their learning and meta skills.  Wider Achievements – P4 – P7 pupils   * 72% of pupils attend activities out with school * 79% would like the school to offer extra curricular activities | | **80%** of pupils will feel that they are valued and listened to on key aspects of all school life.  **80%** of pupils will have opportunities to participate fully in decision making regarding the whole school community.  **90% of** pupils will feel that their voice is listened to when approaching learning.  **100%** of pupils in P4 – P7 will be aware of meta skills  **75%** ofpupils in P4 – p7 will be able to identify when and how they have used meta skills  **75%** of pupils in P1 – P3 will be able to discuss as a group when and how they have used meta skills.  **All** pupils will have the opportunity to engage with a wider achievement activity. `(PEF) | | INSET session / CAT session looking at the importance of Pupil Voice / Pupil Leading Learning and ways to increase opportunities  Develop pupil voice through teacher led Action groups which support School Improvements / Learning Environment / Pupil Wellbeing / Learning for Sustainability.  Develop pupil voice through further development work with teachers on pupil involvement in learning.  HT / 1 CT to deliver 1 CAT session on learning & teaching practice which develops meta skills and promotes dialogue within the classroom.  All classrooms to create a meta skills display / big book which is built upon weekly through pupil dialogue and self-evaluation.  Classes in P1-3 will pictorially record meta skills using Book Creator.  P4 – P7 will record meta skills using My World of Work.  Raise parent awareness / understanding of the importance of meta skills through a Meta skills launch / open afternoon  Create a timetable for wider achievement opportunities over the school year for each age year group.  Build on current P7 leading learning opportunities through involving P6 class.  Make connections with the local community to build up my World of work | |
| **NIF Priority** | | **NIF Driver** | | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** | |
| * Placing the human rights and needs of every child and young person at the centre of education | | * placing the needs of every child at the center of education | | 2.7 Partnerships  3.3 Increasing creativity and employability | |
| **Responsible/Lead Person** | **Time Allocations** | | **Funding – including PEF** | | **Expected Completion Date** |
| HT / CT | INSET session  CAT sessions | | 10 days PEF – to release teachers to run extra-curricular wider achievements | | June 2026 |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Open afternoon – launch of meta skills.  Learning Conversation displays | | |  | | |

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| **School Priority**  **/Improvement Area** | | Outcomes for Learners/School Community | | **Key Tasks** | |
| To raise attainment in Primary 4 & Primary 5 writing through engagement with the CYPIC National Improving Writing Programme.  By June 2026, 88%of Primary 4 pupils will have achieved CfE First Level Writing (baseline 78%)  By June 2026 92% of Primary 5 pupils will be on track with CfE Second Level Writing (baseline 84%) | | Demonstrable improvement gains for Primary 4 & Primary 5 learners achieving success criteria alighted to the explicit teaching aims (focused on tolls for writing & vocabulary)  Learners are empowered to see themselves as writers and engage in writing activities.  Learners confidently talk about their learning intentions, success criteria and next steps.  Learners have a firm grasp of the tools for writing and can create a variety of texts for different purposes.  Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information.  Increase in Primary 4 & Primary 5 writing attainment.  Narrowing of attainment gap between the least and most deprived groups. | | Primary 4 & 5 Class Teachers and Senior Leaders will attend the CYPIC National Improving Writing Programme including 2 full days face to face training and up to 6 online twilight sessions.  Primary 4 & 5 Class Teachers will lead & implement the Quality Improvement Project using a range of QI tools.  Primary 4 & 5 Class Teachers will fully implement the ‘Writing Bundle’ within their classes.  Opportunities for practitioners to work with colleagues, visit classrooms to moderate implementation of QI project.  Regular tracking meetings between practitioners and senior leaders to review & analyse improvement data and to discuss next steps.  Senior leaders to develop spread plan to scale up project as the session progresses. | |
| **NIF Priority** | | **NIF Driver** | | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** | |
| Improvement in achievement, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people. | | School and ELC leadership  Teacher and practitioner professionalism  Curriculum and assessment  Performance information | |  | |
| **Responsible/Lead Person** | **Time Allocations** | | **Funding – including PEF** | | **Expected Completion Date** |
| Senior Leader | 2 full days CLPL  6 online twilight session  Planning & preparation of ‘writing bundle’ | | Cover will be provided by local authority to attend x 2 CLPL days | | June 2026 |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Learners will be aware of their learning targets/next steps. These will be shared with parents/carers through the usual school processes. As the CYPIC National Improving Writing Programme develops materials will become available to share with parents. | | | Mainstreaming & Inclusion  Workforce Development & Support  Assurance Mechanisms | | |