






Review of Improvement Priorities for Session 24/25

Improvement Priorities for Session 25/26

 <p>Priority 1 24/25</p> <p>Improve the quality and consistency of learning and teaching.</p> <p>To provide more challenging tasks and activities</p>	<p><i>Senior leaders and teachers have made effective progress in improving the consistency and quality of learning and teaching.(HMIE Feb 2025).</i></p> <ul style="list-style-type: none"> • Staff have embraced the changes around learning and teaching.in a positive way. Children are being more challenged in their learning. • Pupils are more confident talking about their learning. • Learning and teaching policy is being followed consistently. HT and HMIE carried out observations across the school. • Monitoring of jotters has taken place across the year. • Review of curriculum rationale has been carried out. • Introduction of meta-skills across the school. Staff engaged in professional learning and in all classes, links are being made between planning, learning and teaching, meta skills and assessment. • Stage meetings have been introduced, and teachers have found these beneficial to discuss learning and teaching and share planning and assessment. • Introduction of CYPIC writing in further classes to improve attainment in writing. <p><i>Teachers now have greater confidence in teaching writing and a better understanding of measuring the impact of interventions on children's attainment. (HMIE Feb 2025)</i></p>
 <p>Priority 2 24/25</p> <p>Improved approaches to assessment.</p>	<p><i>Senior leaders and staff have made positive progress in improving approaches to assessment. Staff worked collaboratively to review approaches to assessment.(HMIE Feb 2025)</i></p> <ul style="list-style-type: none"> • Improved culture and ethos around using data from improvement across all classes. • Full implementation of assessment framework has taken place. Staff have been able to share assessment evidence in a much more consistent way. • Use of both formative and standardised assessment across the course of the year. Staff have considered the evidence from these along with professional judgements more robustly. <p><i>The headteacher has introduced successfully more focused tracking meetings to discuss children's progress and attainment. (HMIE Feb 2025).</i></p> <ul style="list-style-type: none"> • Levels of attainment have increased in all classes across the school. • HT continues to track gaps in attainment and discuss with class teachers. • Staff found professional learning with Attainment Advisor from Education Scotland very beneficial
 <p>Priority 3 24/25</p> <p>Review of Curriculum Rational and Progressions Frameworks</p>	<ul style="list-style-type: none"> • Review of curriculum rationale undertaken and update created. • Introduction of meta-skills into classes across the school. Children can talk confidently about meta-skills linked to their learning. • Expressive Arts planners and pathways reviewed and updated in line with benchmarks. • Pathways and bundles for Health and Wellbeing reviewed at each level and linked to wellbeing indicators and children's rights. • Tracking of wellbeing started using wellbeing wheels. <p><i>Staff have made strong progress in assessing and gathering data about children's wellbeing.(HMIE Feb 2025)</i></p>



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**Priority 4
24/25**

**Continue to work
towards Rights,
Respecting Schools
Awards**

**Link to current - Better
Relationships, Better
Learning Policy**





Children are beginning to develop a shared understanding of children's rights and how these impact on their learning.(HMIE Feb 2025).

- All classes have created class charters.
- Current action plan has been reviewed.
- Better Relationships, Better Learning Policy has been reviewed. Regular reinforcement of expectations with all classes.



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 <p>Priority 1 25/26 Maintain the improved quality and consistency of learning and teaching. To continue to provide more challenging tasks and activities.</p>	<ul style="list-style-type: none"> • Review of learning and teaching policy- addition of effective questioning and feedback to be developed and included. • Staff to undertake research around different approaches to questioning and feedback. • Consistent use of meta-skills across all stages. Consistent sharing of practice through assemblies, meta-moments walls and on pupil profiles on class dojo. • Outdoor learning opportunities to feature weekly on all class timetables. • Review of assessment framework. Continued use of tracking and monitoring system and robust conversations about pupil attainment. • Quality assurance calendar to be consistently adhered to by senior management.
 <p>Priority 2 25/26 Maintaining improved approaches to assessment</p>	<ul style="list-style-type: none"> • Ongoing gathering use of assessment framework and consistent gathering of data. • Attainment data continually improving. Termly attainment meetings between senior management team and class teachers. • Staff to have increased confidence in interpreting data and plan for improved outcomes for learners. • Children to be involved in setting next steps, planning and evaluating their learning. • Staff to be involved in carrying out small tests of change around interventions and review the impact of these to raise attainment.
 <p>Priority 3 25/26 Review and Implementation of progression Frameworks</p>	<ul style="list-style-type: none"> • Curriculum pathways to be clear and progressive for all learners. – RME, Social Subjects and Science to be focus. • Relaunch of refreshed curriculum rationale. • Children to have continued awareness of skills they are developing and using through learning across the curriculum, Consistent use of meta-skills across all stages. • Launch of reviewed pathways in Health and Wellbeing. Tracking of Bundles across stages. • Gathering of further evidence to enable us to apply for digital schools award.
 <p>Priority 4 25/26 Raise attainment across the school P1-P7 in writing through enagement with the CYPIC National Improving Writing Programme.</p>	<ul style="list-style-type: none"> • Final cohort of teachers to be trained in writing approach. • Class teachers at various stages will lead and implement CYPIC writing approaches. • Collaborative working between colleagues. • Improved gains for learners across the school aligned to specific writing aims. • Pupils to have a firm grasp of tools for writing. • Pupils confident to talk about their learning in writing. • Increase in writing attainment across the school – regular tracking meetings to discuss progress, data and next steps.