



Education – Improvement Planning Document – 2026-27

Establishment Name: All Saint Primary School

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Head of Establishment	Lesley-Anne McCabe	Date	June 2026
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Quality Improvement Officer	Emma Picken	Date	
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Our Vision, Values and Aims

Our School Vision

Through the highest quality learning experiences, in the nurturing, inclusive, faith community of **All Saints Primary**, every child has every chance to succeed.

Our School Values Respect, Honesty, Kindness and Determination

Working within “Curriculum for Excellence”, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.

We aim for our learners to become:

Successful Learners

We will aim to provide the highest quality of teaching, providing all with opportunities to develop their talents and achieve their full potential.

Confident Individuals

We want our children to be ambitious for themselves and their school, local and parish communities.

Responsible Citizens

We want our children to have respect for themselves and others. We aim to foster a positive attitude towards our own Scottish culture and to explore the cultures of other countries and faiths.

Effective Contributors

We will aim to provide opportunities for all our children to be enterprising, resilient and independent. We will develop children’s skills and abilities to be able to work on their own initiative and as part of a team.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three-year plan

Key Priorities – National Improvement Framework	Session 2026-2027	Session 2027-2028	Session 2028-2029
Placing the human rights and needs of every child and young person at the centre of education	Develop a shared curriculum rationale rooted in children's rights, faith, inclusion and learner participation.	Embed curriculum rationale across all areas of learning and strengthen learner agency.	Evaluate impact and ensure learners increasingly lead and shape their learning experiences.
Improvement in children and young people's health and wellbeing	Embed Emotion Works progression framework, strengthen attendance and further develop nurturing approaches.	Deepen learner wellbeing, emotional literacy and resilience through inclusive practice and family partnerships.	Sustain high levels of wellbeing and attendance through learner leadership and community engagement.
Closing the attainment gap between the most and least disadvantaged children and young people	Target support through literacy and numeracy interventions, inclusive practice and effective use of data.	Refine and evaluate interventions to accelerate progress for identified learners.	Sustain improved outcomes and further reduce gaps in attainment and achievement.
Improvement in skills and sustained, positive school-leaver destinations for all young people	Embed Skills Academy, meta-skills and Serving the Common Good through the curriculum rationale.	Develop progression pathways for skills for learning, life and work across all stages.	Ensure learners can articulate and apply skills confidently across learning and leadership opportunities.
Improvement in achievement, particularly in literacy and numeracy	Implement National Writing Programme, Reflective Reading, CPA, Number Talks, SEAL and Problem-Solving approaches.	Embed consistent high-quality literacy and numeracy pedagogy and strengthen progression.	Sustain improved attainment outcomes and ensure consistency across all stages.

Stakeholder’s views

How were stakeholders’ views collected? (Early Years/Primary/ Secondary)

Stakeholder views were gathered through a range of consultation activities to inform both school improvement planning and evaluation. This included engagement with pupil voice groups, teaching and support staff, the Parent Voice Group and the wider school community. Feedback was collected through meetings, discussions and Microsoft Forms surveys. The information gathered helped identify strengths, areas for improvement and priorities for session 2026–27.

How was PEF spend consulted on? (Primary/Secondary)

Consultation on Pupil Equity Funding (PEF) was undertaken with pupils, staff, parents and partners through Microsoft Forms, pupil voice groups, staff discussions and the Parent Voice Group. Attendance, attainment and wellbeing data were considered alongside stakeholder feedback to identify barriers to learning and determine appropriate interventions. This informed decisions regarding the allocation of PEF resources to support equity, wellbeing, attendance, literacy and numeracy, ensuring that funding was targeted where it would have the greatest impact on improving outcomes for children and young people.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Overview of Priority – Raising Attainment in Literacy through High Quality Learning, Teaching & Assessment
Attainment gap between the most and least disadvantaged children and young people
Attainment, particularly in literacy and numeracy

Improvement Framework Outcomes
Achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Our School Learning and assessment Attainment and achievement Learning Change	A Quality Framework for ELC Choose an item. Choose an item. Choose an item. Choose an item.	UNCRC Article 28: (Right to education): Article 29 (Goals of education): Article 12 (Respect for the views of children): Choose an item.
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Rationale for change based self-evaluation including data and stakeholder (Early Years/Primary/ Secondary)

y continues to demonstrate positive attainment in literacy, with particular strengths in Listening and Talking and Reading. Most learners are at excellence levels and staff have successfully maintained attainment despite increasingly diverse cohorts and changing learner needs. Attainment in writing is 71% and reading at 82% across the school.

Attainment analysis and professional dialogue have identified opportunities to build on these strengths and further improve outcomes in literacy. Writing attainment remains 71% and remains lower than other literacy organisers. Whilst many learners achieve success in writing, there is scope to improve across all stages to ensure learners continue to build on prior learning and achieve their full potential

In 2026-27, staff will participate in Education Scotland's National Writing Programme and engage in Reflective Reading professional learning collaboration. These opportunities will support the development of high-quality literacy pedagogy, strengthen approaches to assessment and critical thinking, and promote consistency in learning, teaching and assessment across the school.

Improvement will be professional enquiry. All teachers will undertake a practitioner enquiry linked to an aspect of learning and teaching. Through self-evaluation, learner needs, curriculum priorities, attainment data or individual professional learning goals linked to the enquiry. Staff will evaluate the impact of their work on learners and share findings with colleagues, building leadership capacity, collaborating and learning across the school.

Support improved attainment and achievement in literacy, strengthen teacher leadership and ensure learners continue to develop their literacy skills for learning, life and work.

Expected outcomes for learners				
	Who?	By how much?	By when?	What?
		By How Much?	By When?	What?
		Increase writing attainment from 71% to at least 76%	June 2027	Improved attainment in writing
		Increase reading attainment from 82% to at least 85%	June 2027	Improved reading comprehension and level
		80% achieve expected CfE level in writing	June 2027	Improved quality and consistency of writing
ers including EAL, dyslexic learners		85% achieve individual literacy targets	June 2027	Accelerated progress through targeted support
ff		100% participation	June 2027	Engage in National Writing Programme and Reading CLPL
ff		100% completion	June 2027	Undertake and evaluate a professional enquiry
ff		100% sharing of findings	June 2027	Contribute to collegiate professional learning and leadership

Plan: Session 2026-27

Measure of Impact: What we will see and where?
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see:

attainment in reading and writing.

learner confidence and engagement in literacy.

writing across all stages.

reading comprehension and critical thinking.

literacy learning and teaching approaches.

outcomes for identified learners.

teacher leadership and professional collaboration.

see it:

and attainment data.

standardised assessment information.

evidence.

visits and classroom observations.

versations and pupil voice.

amples and jotter monitoring.

l enquiry evaluations.

professional learning records.

sentations and sharing session

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Re
Implement Education Scotland National Writing Programme	Aug 2026-Jun 2027		All teaching staff	National V
Participate in cluster Reflective Reading CLPL	Aug 2026-Jun 2027		All teaching staff	Cluster pr
Review and refresh whole-school writing progression pathways in line with cluster	Term 1		SLT, Literacy Working Group	Cluster gu materials
Strengthen reading comprehension approaches across all stages	Ongoing		All staff	Reflective
Establish professional enquiry framework	Term 1		HT, DHT, PT	GTCS Sta
Teachers identify and undertake a professional enquiry linked to learner, class or professional learning needs	Session 2026-27		All teaching staff	Profession
Share enquiry findings and evidence of impact through collegiate sessions	Termly		All teaching staff	CLPL sess
Undertake learning visits focused on literacy learning and teaching	Termly		SLT	HGIOS4 C

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Re
Implement Education Scotland National Writing Programme	Aug 2026-Jun 2027		All teaching staff	National V
Moderate reading and writing within school and cluster	Termly		All staff	Moderatio
Track attainment and evaluate impact of interventions	Termly		SLT and class teachers	Tracking o

Expected outcomes for learners				
Who? By how much? By when? What?				
	By How Much?		By When?	What?
Teachers and school-leaders	Driving excellent learning, teaching and assessment for all, especially those with additional support needs.			
Our School teaching and assessment improvement and achievement of learning of change	Increase attainment in identified	June 2027		Improved attainment
	numeracy focus areas by year level	A Quality Framework for ELC		UNCRC
	Choose an item.	Choose an item.		Article 28: (Right to education):
	80% demonstrate improved reasoning and problem-solving skills	June 2027	Article 29 (Goals of education):	Increased confidence in mathematical thinking
	Choose an item.		Choose an item.	
Change based self-evaluation	including data and stakeholder views			Improved learner
Primary continues to achieve positive outcomes in numeracy, with most learners attaining expected Curriculum for Excellence level	75% report increased confidence in numeracy through learner voice activities			for Excellence level
demonstrates that numeracy attainment remains broadly stable across the school and reflects the commitment of staff to provide consistent opportunities for all learners.	100% implementation			Consistently use learning and teaching
valuation, attainment analysis and professional dialogue, staff have identified opportunities to further strengthen learner confidence	Number Talks embedded in all lessons achieving success, there is scope to increase challenge, depth and			Improved depth and
the application of numeracy skills across a range of contexts.	June 2027			
2026-27, the school will implement a range of evidence-informed approaches including CPA (Concrete-Pictorial-Abstract) and a progressive approach to problem solving and mathematical thinking. These approaches will support learners to develop confidence and apply their learning effectively.	100% access to agreed SEAL approaches			Improved engagement in numeracy
Staffing, moderation and collaborative planning will be key features of this work. Staff will engage in ongoing professional dialogue and collaborative planning to provide opportunities that improve learner outcomes, share effective practice and strengthen leadership at all levels.	100% participation			Engage in moderate collaborative professional dialogue
Staff support improved attainment and achievement in numeracy while ensuring learners develop the confidence, resilience and problem-solving skills for learning, life and work.	June 2027			Undertake and evaluate
				enquiry
Measure of Impact: What we will see and where?				

Measure of Impact: What we will see and where?

- See
- Improved numeracy attainment across identified focus areas.
- Improved learner confidence in discussing and explaining mathematical thinking.
- Consistent use of CPA approaches across all stages.
- Talks embedded as a regular feature of numeracy learning.
- Increased opportunities for rich problem-solving and mathematical reasoning.
- Improved learner resilience and confidence when tackling unfamiliar problems.
- Improved consistency in learning, teaching and assessment.
- Improved teacher leadership and professional collaboration.

See It

ent and tracking data.
dised assessment information.
conversations and pupil voice.
g visits and classroom observations.
g and moderation evidence.
cy jotters and assessment tasks.
onal enquiry evaluations.
te professional learning records.
esentations and sharing sessions

ks to achieve priority s/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and sta
onal learning on CPA approaches	Term 1		PT Numeracy Lead	CPA CLPL
progression pathway across all	Aug 2026–Jun 2027		All staff	CPA resources
mbed Number Talks across all	Aug 2026–Jun 2027		All teaching staff	Number Talks materials
progression of Number Talk tegies	Term 1–2		Numeracy Working Group	Collegiate sessions
onal learning on SEAL	Term 1		PT, Numeracy Lead	SEAL training
ed SEAL strategies across P1–P4	Ongoing		P1–P4 staff	SEAL resources
n-solving and reasoning etwork	Term 1–2		Numeracy Working Group	Progression pathways
weekly rich problem-solving	Ongoing		All teaching staff	Problem-solving resources
ng visits focused on numeracy	Termly		SLT	HGIOS4 QI 2.3
ration activities focused on asoning	Termly		All teaching staff	Moderation calendar
data to identify and track targeted	Ongoing		SLT and Class Teachers	Tracking systems
practice through collegiate ctitioner enquiry	Termly		All staff	CLPL sessions
and identify next steps	May–June 2027		SLT and staff	Attainment and evaluation

Overview of Priority - Developing a Shared Curriculum Rationale Through Faith, Wellbeing, Inclusion and Learner Participation

human rights and needs of every child and young person at the centre of education
a skills and sustained, positive school-leaver destinations for all young people
a children and young people's health and wellbeing

Improvement Framework Outcomes

ected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and
n enables the development of their knowledge, skills, values

Our School <u>Wellbeing, equality and inclusion</u> <u>creativity and employability</u> <u>of change</u>	A Quality Framework for ELC Choose an item. Choose an item. Choose an item. Choose an item.	UNCRC Article 12 (Respect for the views of children): Article 28: (Right to education): Article 29 (Goals of education): Article 31 (Leisure, play and culture): Article 2 (Non-discrimination):
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Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

Primary has established strong foundations in wellbeing, inclusion, children’s rights and learner participation. Learners report feeling safe and happy at school. All Saints Primary continues to demonstrate a strong commitment to nurturing approaches, pupil leadership and equity. Recent achievements include the school being awarded the National School Award, Respecting School Award, Emotion Works Bronze Award, Skills Academy and increased opportunities for learner leadership. The school will continue to strive for further improvement.

In partnership with learners, staff, families, parish partners and the wider community, All Saints Primary will develop a shared curriculum rationale that articulates the knowledge, skills, values and experiences we want for every child. Rooted in our Catholic faith, children's rights and wellbeing, the curriculum rationale will provide a clear framework for learning across the school and ensure that children understand not only what we want but why it matters.

In partnership with our cluster schools in developing our faith through Serving the Common Good, learners will be supported to understand how justice and responsible citizenship influence their role within the school, parish and wider community. The curriculum rationale will focus on children's rights, wellbeing, meta-skills, attainment and achievement to ensure a coherent and progressive learning experience.

From 2026-27, the school will continue to strengthen the implementation of Emotion Works through the progressive rollout of the new models. This will support a consistent emotional literacy framework across the school whilst strengthening partnerships with parents and shared language approaches.

Through the success of Skills Academy, learner leadership groups and rights-based learning, staff will continue to develop opportunities for learner improvement, develop meta-skills and apply their learning in meaningful contexts. Attendance will remain a key focus, ensuring that learner engagement and wellbeing translate into improved attendance and learner outcomes.

Expected outcomes for learners			
Who?	By How Much?	By When?	What?
Parents and partners	Curriculum rationale developed, agreed and embedded in school practice	June 2027	Shared understanding of values and aspirations for All Saints curriculum

Measure of Impact: What we will see and where?			
See	learning connects to faith, rights, skills and future pathways		purpose of learning, curriculum rationale
Curriculum rationale understood by staff, learners and families.	Increased participation in leadership and decision-making opportunities.	June 2027	Stronger learner voice
Increased learner participation in school improvement and leadership.	Attendance increases towards 92%	June 2027	Improved attendance
Understanding of faith, rights and social justice.	Increased understanding of rights, language across the school.	June 2027	Rights-based and embedded
Effective use of Emotion Works	Increased diversity and inclusion		
Improved attendance and engagement	Increased confidence in identifying and discussing emotions	June 2027	Improved emotional literacy
Increased learner confidence in discussing skills and meta-skills.	Increased awareness of faith and skills for the future.	June 2027	Skills and meta-skills across learning
Stronger links between curriculum and life plus work in learning experiences.	Grounded in learning experiences.		
Effective use of Serving the Common Good	Participation across the school	June 2027	Serving the Common Good programme strengthened and developed
See It			

Curriculum rationale documentation.
Regular visits and classroom observations.
Conversations and pupil voice activities.
Attendance and wellbeing data.
Emotion Works evaluations.
Respecting Schools evidence.
Skills Academy evaluations.
Partnership group action plans.
Pupil voice feedback.
Cluster and partnership activities.
Evaluation and HGIOS evidence.

Steps to achieve priority (S/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff
Decision, values and aims with	Term 1		HT, DHT, Staff, Learners, Parents	Stakeholder consultation
Curriculum rationale	Term 1-2		Curriculum Working Group	Education Scotland curriculum
Curriculum rationale	Term 3		All staff	Curriculum materials
Serving the Common Good	Throughout session		Staff, learners, parish partners	Cluster and diocesan support
Progression of Emotion Works	Throughout session		H&W Lead and staff	Emotion Works resources
Workshops linked to Emotion	Term 1-3		H&W Lead	Parent engagement resources
Skills Academy and meta-skills	Throughout session		Skills Academy Team	SDS Meta-skills Framework
Leadership opportunities across all	Ongoing		Staff and learner groups	Leadership training

Steps to achieve priority (s/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and status
Peer-to-peer learning and participation	Ongoing		RRSA Group	RRSA resources
Attendance improvement strategies to be implemented	Ongoing		SLT	Attendance data and tracking
Regular feedback to evaluate impact	Termly		HT, DHT	Surveys and focus groups
Review progress and identify next steps	May-June 2027		SLT, staff and learners	Self-evaluation evidence