

Establishment Name:

All Saints Primary Communication &
Language Base

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Signatures:

Head of Establishment	Lesley McCabe (HT) Louise McCauley (PT)	Date:	June 2026
Quality Improvement Officer		Date	

Our Vision, Values and Aims

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

Our Values: Respect, Honesty, Kindness and Determination

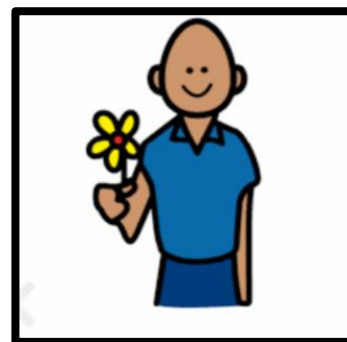
Working within “Curriculum for Excellence”, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.



Respect



Honesty



Kindness



Determination

Our Aims: We aim for our pupils to become:

Successful Learners

We help every child discover their talents and do their very best, with great teaching and lots of chances to shine.

Confident Individuals

We encourage our children to believe in themselves, aim high, and feel proud of their school and community.

Responsible Citizens

We show respect for ourselves and others, celebrate Scottish culture, and enjoy learning about people and traditions from around the world.

Effective Contributors

We give everyone the chance to be creative, resilient, and independent—working together and taking the lead when they’re ready.

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 is for Session 2026-2027

Overview of School Priorities

National Priorities	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	• Consistent and timely use of BSquared to ensure accurate recording of progress. • More rigorous assessment tools and consistent planning to ensure quality learning & teaching and improve outcomes. • Develop SEAL approaches to Numeracy throughout the CLB. • Develop Writing approaches and assessment in all classes through continued targeted teaching of sentence structure, single paragraph outline and consistent focus on core writing targets. • Continue to embed the effective use of summative and formative assessment to support high-quality Teacher Professional Judgement (TPJ) and planning for progression. • Targeted interventions for identified learners through evidence-based assessment to identify and plan specific support.
Improvement in children and young people's health and wellbeing	• Establish a new name and identity for the CLB, that reflects the ethos of our wider school community.

	- Continue to promote positive relationships within the CLB through regular assemblies, inclusion opportunities and weekly target setting. - Embed the use of Communication Friendly Schools visual supports within the CLB and wider school environment.
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Stakeholder views were collected in the following ways:

- Regular discussions with consultation with pupils and GMWP data.
- Parent/Carer Microsoft Forms questionnaire
- CLB staff audit of current practice on May in-service day
- Regular consultation with partners at JSTs

PEF spend was consulted on through:

Learner participation was facilitated through the pupil council. Staff were consulted to identify spending priorities, and discussions with the Parent Council focused on ensuring best value for raising attainment and addressing the poverty-related attainment gap. Parents were also invited to share their views on PEF spending through Microsoft Forms.

Plan –Session 2026-2027

Priority 1 Overview of Priority - ~Strengthening Wellbeing, Inclusion and Identity Across the CLB		
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NIF Priority Improvement in children and young people's health and wellbeing		
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	<u>HGIOS/ELC QIs</u> 3.1 Ensuring wellbeing, equality and inclusion	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):
NIF Driver Assessment of children's progress Teacher professionalism Performance information	<u>HGIOS/ELC QIs</u> 3.1 Ensuring wellbeing, equality and inclusion	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views		
The Communication and Language Base is changing to a Moderate Learning Difficulties Base. Due to this, we need to rename the Base. This new name and identity will reflect our inclusive and nurturing ethos. There is a need to ensure a consistent approach towards Communication Friendly resources is visible across all classrooms and shared areas. This is currently evidenced however with a range of new learners' with complex additional support needs, we will aim to implement relevant and suitable resources which are displayed to ensure learners are supported as effectively as possible. Updates have already been applied in some areas, however as we learn more about our new learners, we will adjust accordingly. Existing use of BSquared software will be managed in a more efficient and time-bound manner to ensure accuracy and reliability of information. Further investment is required for additional licenses to support all learners which demonstrates our commitment to both learners and making best use of the software. This software allows tracking of CfE, Milestones and Autism Progress which will be used to track attainment and achievement of our learners. Further Embed the use of Leuven Scales and GMWP to assess pupil engagement and emotional wellbeing, ensuring observations directly inform planning, differentiation and interventions.		

Expected outcomes for learners			
Who?	By How Much?	By When?	What?
1. Staff and learners	100% shared understanding of CLB ethos	June 2027	New CLB name, vision and values embedded
2. All staff	100% trained in Crisis Curve planning	March 2027	Consistent support for regulation and wellbeing
3. New learners	100% baseline assessments completed within first term	Ongoing	Assessment informs planning and support
4. Mainstream staff	100% access CLPL on inclusive practice	March 2027	Improved inclusion and participation
5. All learners	Improvements of at least one scale on Leuven 'wellbeing' and	June 2027	Improved wellbeing and engagement

	by at least one level in a minimum of one area of GMWP		
If PEF spend is supporting – what (cost)			
Health and Wellbeing Coach £26,558.60			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Consultation to establish CLB name, vision and values	August 2026		SLT, PT, CTs, PSAs, Parents, ASP & Partner agencies	Forms, Professional Dialogue, Pupil Voice
Develop and communicate CLB ethos and vision consistently.	October 2026		SLT, PT, CTs, PSAs	Forms, Newsletters, X, Handbook
Monitor and evaluate understanding of ethos across the CLB	October 2026		PT CLB, SLT	Forms, Professional Dialogue, Pupil Voice
Develop and implement a consistent Crisis Curve approach	December 2026		SLT, PT, CTs, PSAs	CLPL, Professional Dialogue
Embed consistent approach to Crisis Curve in daily practices.	June 2026		SLT, PT, CTs, PSAs	Modelling, Professional Dialogue
Establish clear induction and baseline assessment processes	October 2026		SLT, PT & CTs	GMWP, Leuven Scale, Tracking & Monitoring
Use assessment data to inform individualised planning and support	Termly/Ongoing		SLT, PT, CTs	BSquared, Tracking meetings
Monitor and evaluate impact of early interventions on wellbeing and engagement	Termly/Ongoing		PT & CTs	Assessment & Tracking data, BSquared, Teacher Professional Judgement
CLPL session to mainstream staff re inclusive practice.	December, 2026		PT, Mainstream staff	Presentation, CIRCLE framework.
Enhance inclusive practice in the CLB.	Ongoing		SLT, PT, CTs & PSAs	Professional Dialogue, CLPL, Pupil Voice,

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement consistent data collection, analysis and evaluation processes	From September, 2026 onwards.		SLT, PT, CTs	BSquared, Teacher Professional Judgement, Professional Dialogue

Measure of Impact: What we will see and where?

1. CLB Identity, Name and Ethos

What we will see:

- Staff consistently modelling agreed CLB values and nurturing approaches
- Children able to communicate understanding of CLB ethos (where appropriate)
- Consistent language and approaches across all CLB classes

Where we will see it:

- Learning visits and classroom observations
- Professional dialogue and staff feedback
- Pupil voice activities and discussions
- CLB displays, school environment and communication with families

2. Embedding Crisis Curve Planning

What we will see:

- Staff confidently identifying stages of dysregulation and applying appropriate strategies
- Increased use of early interventions and de-escalation approaches
- Reduction in frequency and severity of escalated incidents

Where we will see it:

- Classroom practice and learning visits
- Behaviour/incident recording and tracking data
- Individual support plans and Crisis Curve documentation
- Professional dialogue and staff reflection

3. Assessment and Planning for New Pupils

What we will see:

- Timely completion of baseline assessments (Leuven and GMWP)

- Individualised plans clearly informed by assessment data
- Children settling more quickly and demonstrating improved wellbeing and engagement

Where we will see it:

- Assessment records and tracking systems
- Individual plans and support documentation
- Leuven and GMWP data over time
- Observations of pupil engagement and participation

4. Extending Inclusive Practice in Mainstream

What we will see:

- Mainstream staff consistently using CLB strategies (e.g. visuals, regulation supports)
- Increased confidence in meeting diverse needs across the school
- Improved participation and engagement of CLB learners in mainstream contexts

Where we will see it:

- Learning visits and classroom observations
- Planning documentation and classroom environments
- Staff feedback and professional dialogue
- Tracking of pupil participation and inclusion opportunities

5. Self-Evaluation and Tracking of Wellbeing & Engagement

What we will see:

- Regular use of Leuven, GMWP and pupil voice to inform planning
- Staff confidently analysing and using data to drive next steps
- Measurable improvements in wellbeing and engagement

Where we will see it:

- Tracking data and analysis records
- Planning documentation and interventions
- Professional dialogue and moderation activities
- Pupil voice evidence and feedback

Priority 2Improvements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people		
NIF Driver Assessment of children's progress School Improvement Performance information	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):
Rationale for change based self- evaluation including data and stakeholder views		
Raising attainment in literacy and numeracy remains a core strategic priority, in line with the National Improvement Framework and HGIOS 4 QIs 2.3 and 3.2. Our self-evaluation has highlighted the continued need to improve consistency in tracking, monitoring, and assessment practices. While there is some good practice, variability limits our ability to confidently identify gaps, measure progress, and plan targeted interventions to support all learners effectively. We have made strong progress in developing reading skills focused on <i>learning to read</i>, including decoding, phonics, and fluency and <i>reading to learn</i>, emphasising higher-order comprehension, analysis, and critical thinking skills across the curriculum. The focus now, is to ensure these approaches are embedded and consistent to ensure continued and sustained progress for our learners. Writing remains a significant area for improvement, with attainment raising from 21.7% to 30% of learners on track. However, 70% of learners are currently performing below expected levels. Targeted focus on sentence construction, paragraph writing, and core literacy skills will be prioritised to build learner confidence and close gaps. In numeracy, assessment and observation data indicate a need to strengthen conceptual understanding and number progression. To address this, we plan to embed SEAL (Stages of Early Arithmetical Learning) strategies consistently, ensuring a strong foundation in number sense and progression pathways.		

The effective use of summative and formative assessment to support high-quality Teacher Professional Judgement (TPJ) and planning for progression needs to be more consistent throughout the CLB. Overall, our rationale is to strengthen and standardise evidence-based assessment and teaching practices to improve outcomes, support equity, and provide tailored interventions that meet the diverse needs of all learners.

Expected outcomes for learners			
Who?	By How Much?	By When?	What?
1. All learners	Increase writing attainment from 27% to 35%.	June 2027	Improved writing outcomes
2. All learners	Maintain or increase reading attainment from 44%	June 2027	Improved reading and comprehension
3. All learners	Increase numeracy attainment from 37% to 45%	June 2027	Improved numeracy attainment
4. All staff	100% consistent use of B-Squared	January 2027	Improved assessment and tracking
5. Identified learners	100% receive targeted interventions	June 2027	Accelerated progress and reduced gaps

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Establish consistent and timely tracking and assessment systems across the Base.	Ongoing		SLT, PT, CTs	BSquared, Tracking and Monitoring
Interrogate tracking data to ensure early identification of learners requiring targeted interventions.	Oct 2026		SLT, PT, CTs	Tracking, Tracking & Assessment

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Plan and implement targeted interventions for identified learners. Review the impact of these interventions and respond accordingly.	Oct 2026		PT & CTs	Planning, Tracking & Assessment, Class Progress meetings. GIRFEC meetings
Monitor progress through timely and effective use of BSquared software, moderation and attainment meetings.	Ongoing		SLT, PT, CTs	Moderation, Professional Dialogue, BSquared
Audit current numeracy practice and SEAL implementation.	Oct 2026		PT	SEAL resources
Support professional learning and staff confidence on SEAL and conceptual teaching approaches.	June 2027		SLT & PT	SEAL resources & CLPL opportunities
Embed consistent pedagogical approaches in every classroom (reading, writing and numeracy).	June 2027		SLT, PT, CTs	Collegiate opportunities & CLPL, Quality Assurance procedures.
Develop staff confidence in assessment, moderation and data analysis.	June 2027		SLT, PT, CTs	CLPL, Moderation & Collegiate opportunities

Measure of Impact: What we will see and where?

1. Raising Attainment in Writing

What we will see:

- Increased consistency in teaching approaches to sentence structure and paragraph organisation
- Improved quality and quantity of writing across the curriculum
- Identified learners demonstrating measurable progress in writing attainment

Where we will see it:

- Writing jotters and interdisciplinary work
- Moderation activities and exemplification of standards
- Attainment data and tracking systems
- Learning visits and classroom observations

2. Accelerating Progress in Numeracy

What we will see:

- Consistent use of SEAL strategies and conceptual teaching approaches
- Increased pupil confidence in explaining thinking and reasoning
- Improved performance in problem-solving and application of numeracy skills

Where we will see it:

- Numeracy jotters and practical work
- Observations of learning and teaching (talk, reasoning, problem-solving)
- Assessment data and tracking systems
- Moderation activities and professional dialogue

3. Strengthening Assessment and Tracking

What we will see:

- Consistent use of BSquared and agreed assessment approaches across the school

- Staff confidently identifying next steps for learners
- Robust tracking systems showing clear progress and attainment over time

Where we will see it:

- B-Squared data and tracking records
- Planning documentation and individual learner profiles
- Moderation activities and attainment meetings
- Professional dialogue and learning visits

4. Enhancing Use of Data to Target Interventions

What we will see:

- Data being used consistently to identify learners requiring support
- Targeted interventions matched accurately to individual needs
- Improved rates of progress for identified learners and narrowing of attainment gaps

Where we will see it:

- Tracking data (attainment and wellbeing)
- Intervention plans and evaluation records
- Progress discussed in attainment meetings
- Evidence of impact in learning visits and pupil outcomes

CLB priorities 3 & 4 align with All Saints Primary School priorities, with the exception of Serving the Common Good (RE).