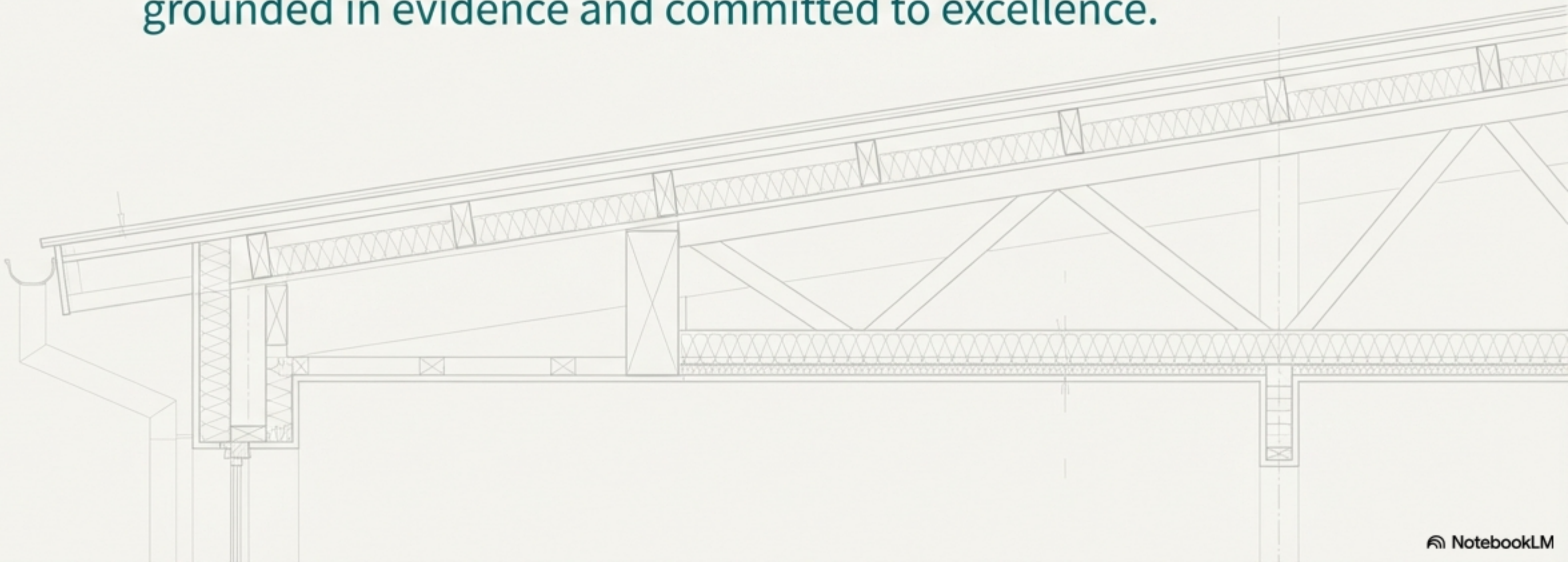# Our Core Mission: To Improve Attainment for All Learners, Particularly in Literacy and Numeracy

A unified school improvement plan for session 2025-26, grounded in evidence and committed to excellence.

Aligned with National Priorities for Educational Excellence.

Service Priority

Improvement in attainment, particularly literacy and numeracy.

NIF Drivers

- Teaching and practitioner professionalism
- Curriculum and assessment
- School & ELC improvement

HGIOS4 Quality Indicators

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

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Our Rationale: Built on Evidence, Dialogue, and a Position of Strength.

"Ongoing feedback and professional dialogue with staff have highlighted the need to refresh and deepen understanding of literacy across learning... Staff have expressed a desire for targeted professional learning to support this."
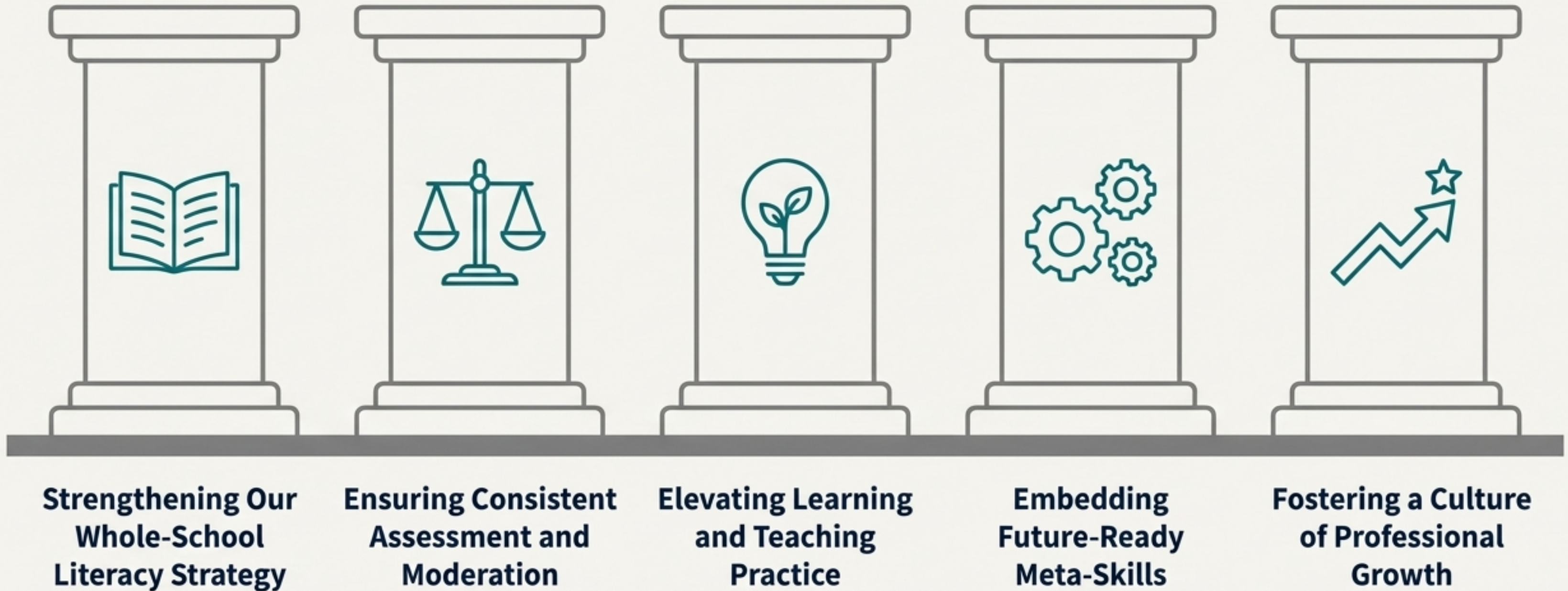
4.6
Average Rating

Evidence from lesson observations… indicates that the quality of learning and teaching across the school is generally good to very good, with an average rating of 4.6. This triangulated evidence base has been critical in identifying our next steps for improvement in pedagogy, classroom consistency, and pupil engagement.

Strategic leadership work undertaken through DHT participation in the Into Headship programme, alongside collaboration with learners, staff, parents, and external partners, has informed a renewed focus on broadening curriculum pathways.

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Our Strategy: Five Pillars for Driving Improvement

Strengthening Our Whole-School Literacy Strategy

Ensuring Consistent Assessment and Moderation

Elevating Learning and Teaching Practice

Embedding Future-Ready Meta-Skills

Fostering a Culture of Professional Growth

A comprehensive plan to be implemented by the end of session 2025-26

Pillar 1: Strengthening Our Whole-School Literacy Strategy

Key Actions

1. Launch and implement the updated whole-school literacy policy.
2. Offer professional learning opportunities to enhance literacy teaching across the curriculum.
3. Develop and launch a three-year strategic plan to embed and strengthen literacy.
4. Develop the rationale for a refreshed whole-school numeracy policy for session 2026-27, informed by insights from the literacy implementation.

Pupil Outcome

"Learners will continue to benefit from improved whole-school literacy approaches as a result of increased staff capacity and capability."

Leadership

FH English and Literacy

FH Mathematics and Numeracy

Literacy Working Group

Numeracy Working Group

Pillar 2: Ensuring Consistent Assessment and Moderation

Key Actions

- Promote a **consistent, whole-school approach to moderation** to identify, recognise, and assess literacy skills in all subject areas.

- Develop a **cluster-based moderation model specifically for Modern Languages** to support progression and shared standards.

- **Enhance professional learning** opportunities (e.g., QAMSO moderation programme) to build staff confidence in making professional judgements on CfE attainment.

BGE1 BGE2 BGE3
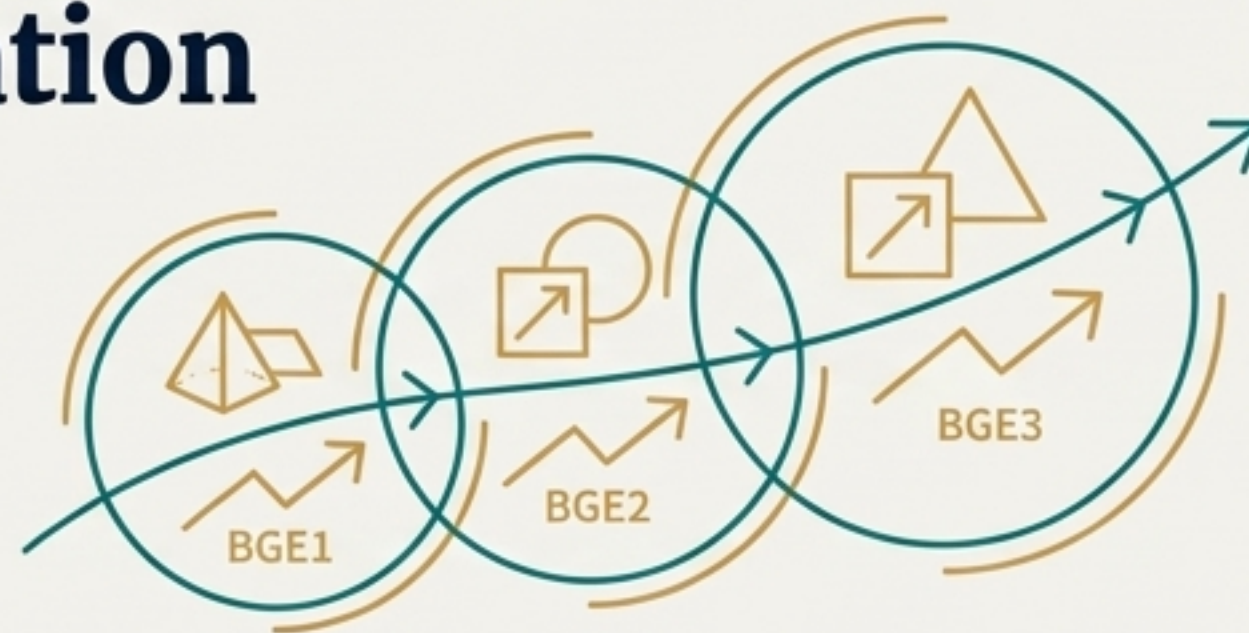
Pupil Outcome

A greater number of learners across the BGE will make progress through CfE levels, supported by a targeted focus on the moderation of literacy skills.

Leadership

DHT responsible for 3.2, DHT responsible for CLPL, FH English and Literacy, Literacy Working Group, Modern Languages Faculty.

Pillar 3: Elevating Learning and Teaching Practice (Part 1/2)

Study Skills & Challenge

- Develop study skills sessions for both BGE and Senior Phase pupils.
- Ensure appropriate challenge for the top 20% of learners with tasks promoting independent and higher-order thinking.

Adaptive Learning & AI

- Undertake a pilot exploring adaptive learning approaches to strengthen differentiation.
- Explore the use of AI technologies within classroom practice to enhance learning experiences.

Learner–Led & Active Learning

- Increase opportunities for learners to lead their own learning and engage in meaningful collaboration.
- Increase active learning opportunities, including outdoor learning, to connect learning to real-world contexts.
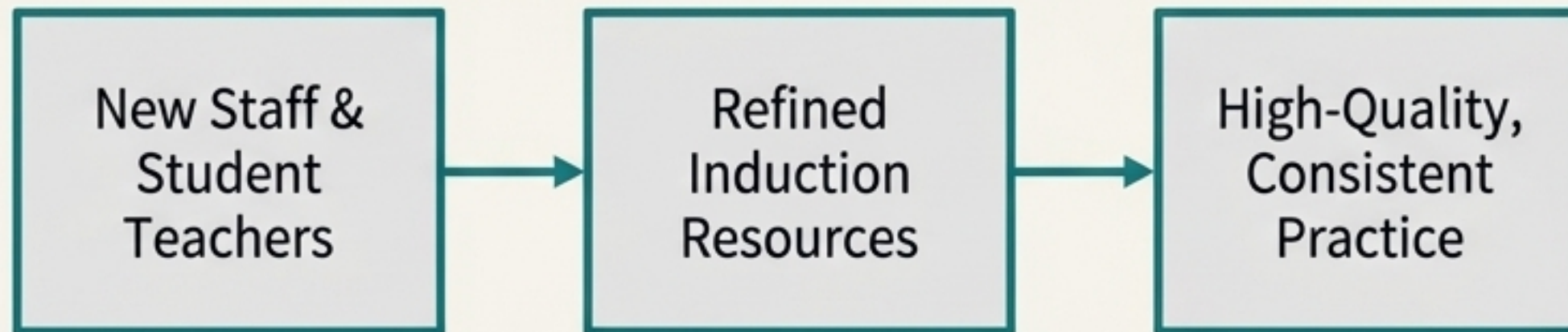
Feedback & Clarity

- Ensure verbal feedback is delivered in a more Ensure verbal feedback is delivered in a more structured and consistent manner, incorporating peer feedback.
- Ensure instructional clarity with clear, concise task instructions.

Pillar 3: A Consistent Approach for All Staff and Learners (Part 2/2)

"Core Focus: Maintain a strong focus on continuing to improve learning and teaching to drive improvements in attainment and achievement across both the BGE and the Senior Phase."

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┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ New Staff &  │     │   Refined    │     │ High-Quality,│
│   Student    │ ──> │   Induction  │ ──> │  Consistent  │
│   Teachers   │     │  Resources   │     │   Practice   │
└──────────────┘     └──────────────┘     └──────────────┘
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Key Action: Supporting New Staff
Continue to develop and refine induction resources to ensure new staff, including student teachers, have a clear understanding of the school's expectations around consistent, high-quality learning and teaching approaches.

Key Outcome
Improved consistency in learning and teaching approaches observed in lessons, with a particular focus on new staff and students.

Leadership (Pillar 3): DHT responsible for 2.3, Learning and Teaching Lead, Learning and Teaching Working Group

# Pillar 4: Embedding Future-Ready Meta-Skills

Key Actions

- Implement Year 3 of the Meta-Skills plan to fully embed Meta-Skills across all curricular areas and promote their use throughout the wider school community.
- Increase opportunities for active, hands-on learning experiences through project-based (PBL) and interdisciplinary learning (IDL) in the BGE.
- Strengthen connections between curriculum content and real-world contexts, including the S2 Employability programme.

Pupil Outcome

Learners across the BGE and Senior Phase will have enhanced opportunities to develop knowledge and skills, leading to increased engagement, improved attendance, and raised levels of achievement and attainment.

Leadership

DHT responsible for 3.2, Lead for Learning and Teaching, Learning and Teaching Working Group, PT DYW.
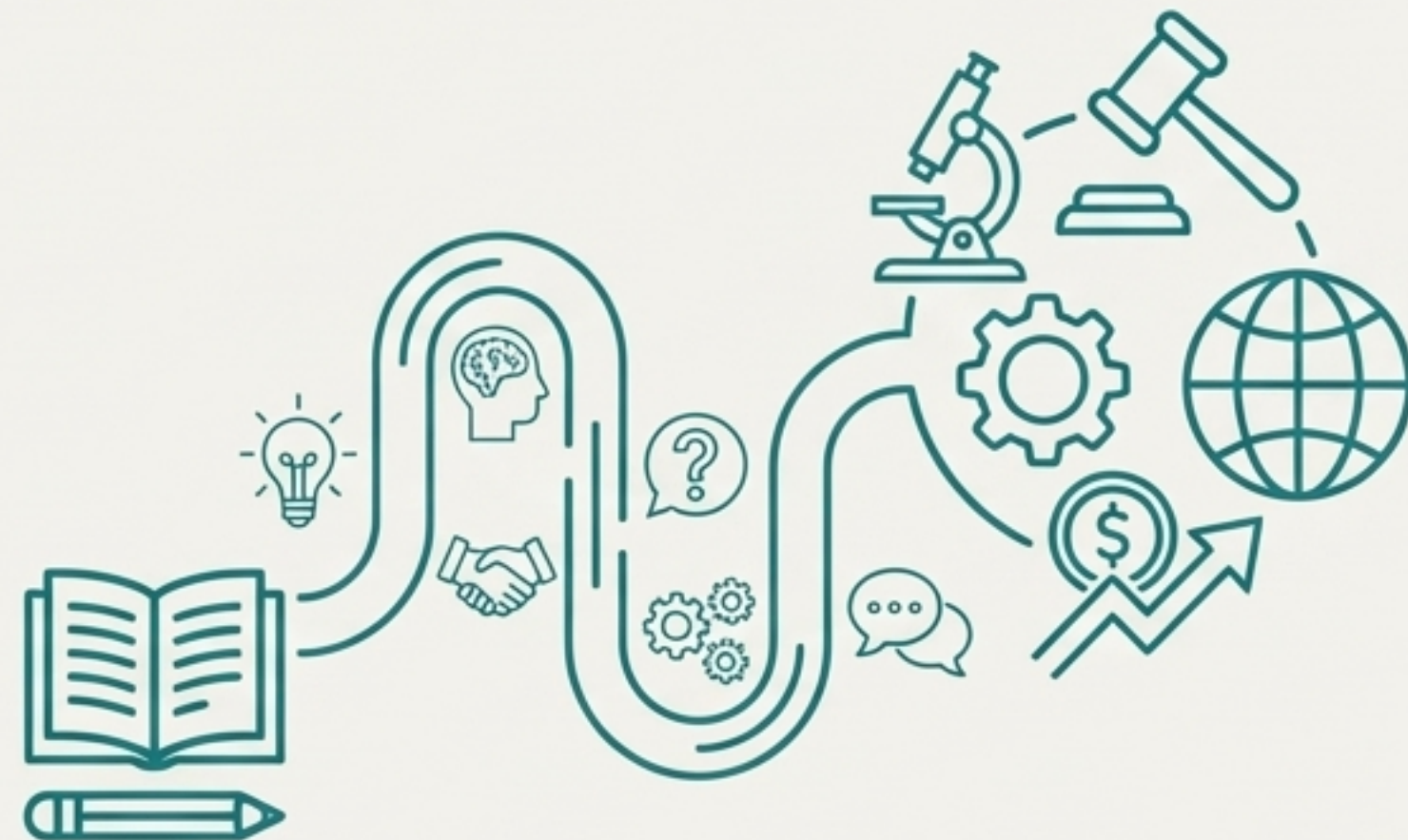
Pillar 5: Fostering a Culture of Professional Growth

Outward-Looking: Engage in collaboration, research, and sharing of effective practice with external partners.

Internal Sharing: Encourage sharing of effective practice identified through the lesson observation programme.

Tailored CLPL: Create CLPL sessions based on needs identified through the PRD process.

Resource Hub: Use Padlet to share and promote internal and external professional learning opportunities.

Communication: Issue regular learning and teaching newsletters to share progress and celebrate effective practice.

Staff Outcome

Promote teacher development through an enhanced and impactful professional learning programme aimed at improving outcomes for young people.

Leadership

DHT responsible for 2.3 and Professional Learning, Lead for Learning and Teaching, Learning and Teaching Working Group, PT DYW.

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Measuring Our Impact: The Success Dashboard

Learner Attainment

Increased Attainment Levels

A projected increase in learners achieving Third Level or better by the end of S3, and a rise in pupils attaining SCQF Level 5 & 6 Literacy.

Staff Capacity & Confidence

Enhanced Professional Practice

At least 80% of CLPL participants report a positive impact on their pedagogy. Increased staff confidence in making professional judgements on CfE attainment.

Pupil Engagement & Experience

Improved Pupil Confidence & Engagement

Pre- and post-session surveys showing improvement in pupil confidence and use of study strategies. Pupil voice demonstrating improved engagement and awareness of Meta-Skills.

Quality of Pedagogy

Consistency in High-Quality Teaching

Lesson observations will evidence consistent integration of Meta-Skills, differentiated tasks, active learning, and instructional clarity.

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Our Evidence Base for Tracking Progress.

Quantitative Data

- Attainment and achievement data (BGE & Senior Phase)
- SQA presentation statistics
- Survey results from pupils and staff (pre/post)
- Analytics from Padlet and newsletters
- Number of colleagues completing QAMSO moderation programme
- Number and quality of PBL and IDL opportunities

Qualitative Data

- Lesson observation records
- Pupil voice and focus group feedback
- Staff feedback and reflections (including PRD records)
- Evaluations of CLPL sessions
- Case studies illustrating the impact of shared practice
- Qualitative feedback from Faculty Head/PT level on moderation processes

Leadership and Accountability for Our Plan.

Pillar 1 (Literacy Strategy) — FH English & Literacy, FH Maths & Numeracy, Working Groups.

Pillar 2 (Moderation) — DHT (3.2), DHT (CLPL), FH English & Literacy, Working Group, Modern Languages Faculty.

Pillar 3 (Learning & Teaching) — DHT (2.3), Learning & Teaching Lead, Working Group.

Pillar 4 (Meta-Skills) — DHT (3.2), Learning & Teaching Lead, PT DYW, Working Group.

Pillar 5 (Professional Growth) — DHT (2.3 & PL), Learning & Teaching Lead, PT DYW, Working Group.

A collaborative effort led by key teams and individuals across our school.

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Our Commitment: A Unified Approach to Excellence

This plan represents our collective commitment to improving attainment for every learner.

Together, we will build on our success and ensure every learner achieves their full potential.

It is built on our recognised strengths in learning and teaching, informed by professional dialogue, and driven by a shared desire to provide an aspirational and inclusive curriculum.