

Heriot Primary School and ELCC

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, Heriot Primary and ELCC has developed this school improvement plan in line with the national and local priorities listed below.

**National Improvement Framework Key Priorities**

* Placing the human rights and needs of every child and young person at the centre of education;
* Improvement in children and young people’s health and wellbeing;
* Closing the attainment gap between the most and least disadvantaged children and young people;
* Improvement in skills and sustained, positive school-leaver destinations for all young people; and
* Improvement in achievement, particularly in literacy and numeracy.

**National Improvement Framework 7 Key Outcomes**

* A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| We will encourage kind and  connected communities—  where our citizens take pride  in their **place**, attracting  others to move here and  share in the opportunities  Renfrewshire has to offer. | We will support a strong and  flexible local **economy**—with  Renfrewshire able to adapt  after the pandemic, building  up resilience to support good  green jobs and skills for all  local people to enjoy the  benefits of both living and  working here. | We want Renfrewshire to be  a **fair** place—where all our  people have the best chances  to live happy, healthy and  fulfilled lives, to feel safe,  supported and empowered  to unlock the strength of our  collective potential. | We are working towards  a **greener** future—taking  responsibility for our impact  on the planet and taking  brave, bold steps to protect  the natural environment that  supports and benefits us all. | We want our employees  to feel proud to work for  Renfrewshire Council because  we are a **values** driven  organisation, where we all  understand and value our  contributions, and we are  passionate about making a  difference for Renfrewshire. |

**Renfrewshire Council’s Values**

|  |
| --- |
| We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.  We are **helpful**, we care about getting things right and are always approachable.  We are great **collaborators**; we work as one team and with people who care about this place.  We value **learning** to help us innovate, improve and deliver better services. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Children’s Services Vision**  Working together to get it right for children, families and communities –  protecting, learning, achieving and nurturing | | | | | |
|  | | | |  |  |
| **Renfrewshire’s Education Improvement Plan Priorities** | | | | | |
| **Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty** | **Place children and young people’s human rights at the heart of the planning and delivery of services that affect them** | **Protect the most vulnerable members of our communities, including children and young people who are at risk** | **Support and nurture our children, families and communities** | **Create the best possible learning estate to allow children and young people to thrive** | **Raise attainment and enhance learning and teaching in an inclusive environment** |

|  |
| --- |
| \\phenas01\staffresources\office\Leslie\My Pictures\Leslie's pictures 01.03.11\survey - children.jpg**Our Vision, Values and Aims**  Our **vision** – A school where everyone’s learning!  Our **values** – Family, Honesty, Respect and Kindness  **Our aims at Heriot Primary School are:**  1. **Curriculum**  To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes  in all curricular areas.  2. **Attainment**  To enable all learners to achieve their potential by maintaining and developing strategies which raise attainment.  3. **Learning and Teaching**  To provide high quality teaching which uses a variety of approaches, builds on previous experience, involves parents and motivates children to take  responsibility for their own learning.  4. **Support for learners**  To provide support for learners so that they respect and care for themselves and others as they develop. This will involve their personal, social,  emotional, physical, intellectual, aesthetic, moral and spiritual development.  5. **Ethos**  To create a sense of identity and pride in the school by fostering caring partnerships among staff, learners, parents, the community and other services.  These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high  standards of pupil behaviour and responsible attitudes to learning.  6. **Resources**  To provide a happy, stimulating and safe environment with good use of well­ trained staff, and high quality and well-organised resources.  7**. Management**, **leadership and quality assurance**  To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other  areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future  development. |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, learners and parents at Heriot Primary School. We used a variety of methods of getting the views of those who are involved in the life and work of the school.

All staff are regularly consulted on the operation of the school. This takes place through regular staff meetings, in service days, collegiate activities and through engagement in work focusing on HGIOS and HGIOELCC. In addition, teaching and support staff participate in the annual staff review and development process reflecting on both the quality of service provided and their contribution to it. Staff are also consulted through regular attainment and wellbeing meetings, evaluations and questionnaires. All staff are involved throughout the session in the review of our School Improvement Plan priorities.

Children’s views are sought through general class discussion, questionnaires and a ‘Big Thinking Day.’ In addition, views of the children are used to influence the planning of learning. The Pupil Council meets regularly and is used as a vehicle to raise issues and implement change. In the main foyer area there are post boxes which allow all children to make comments, suggestions and raise matters directly. Our children are also involved in focus groups and various leadership roles to allow them to have a voice in what happens within our school and ELCC. The views of the children within our ELCC are reflected through our playroom planning using floor books.

The Head Teacher operates an open-door policy for learners and parents. Parents are also able to contact the Head Teacher by other means. Parents’ views are usually sought through informal discussion at our Parent Staff Group, school events, general questionnaires and questionnaires targeted at specific activities. Parents are also invited to comment on Annual Reports, through our website, at Team Around the Child meetings and during in school events such as workshops, open days and family learning sessions. Members of the Senior Leadership Team engage with our parent forum where issues of general interest are raised and discussed.

We have also consulted with our partners across, and out with the Council, to assist us in the delivery of our priorities.

We meet termly with our Active Schools Co-ordinator, work closely with our cluster schools and local Admissions Panel and have regular collaborative meetings with our Senior Family Wellbeing Worker, Educational Psychologist and social work and health staff.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

**How will we know if we are achieving our aims?**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities. The leadership team, consisting of the Head Teacher, Depute Head Teacher and Principal Teacher are responsible for the overall monitoring of the work of the school. The remit of the HT covers responsibility for the whole school. Our DHT is delegated responsibility for our Early Learning and Childcare Class (ELCC) and P1 to P.4 (Early and First Level) Our PT has responsibility for P.5 – 7 (Second Level)

Evidence will continue to be gathered on the progress of learners and the operation of the school. A variety of data is gathered i.e. spelling ages, reading levels and standardised assessment results to track children’s progress. The HT, DHT and PT meet with staff termly to discuss pupil progress and to ensure children are being supported and challenged appropriately. The Senior LeadershipTeam meet regularly to review the progress of children across the school and, where appropriate, contact parents to discuss concerns.

Staff at each stage will meet together with their departmental line manager once a term at a tracking and monitoring meeting to discuss their class plans, learning and teaching, the pace of work, supports for learning, use of support staff and any concerns that they may have about learners’ progress, behaviour, homework, attendance and pastoral issues. Staff will also complete a weekly monitoring form to be sent to their line manager in order to highlight any immediate concerns that they have regarding individual learners. Parents are again contacted should there be any particular issue or good news to celebrate.

The leadership team also agree a focus for monitoring classroom practice with staff and set up a number of planned observations in addition to informal visits. Teachers are provided with written and verbal feedback. Teachers and ELCC staff take part in planned observations of one another working with children. When possible, professional learning visits to other establishments will be arranged.

Staff are directly involved in monitoring children’s progress across the school and, to an extent, across the cluster, this is achieved through stage and cluster meetings where children’s work is examined and the standard moderated. All staff are regularly encouraged to engage in self-evaluation and evaluate the learning experiences of the learners.

Attendance is monitored daily with unexplained absences followed up by texts and phone calls. Absence and late coming are monitored monthly by the Head Teacher.

Our PEF funded teachers meet with the DHT termly to evaluate the progress of children identified for targeted support. We also liaise with our partners, on an ongoing basis, to evaluate our progress.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

**Pupil Equity Funding**

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Priority 1 – To support the inclusion of all learners within the school and ELCC environment** | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Interventions** |
| We know that most of our children, who attend Heriot Primary and ELCC, come to school ready to learn, are respectful of others and their community and create safe conditions for themselves and others. However, we recognise that some children need more support to fully engage in the life and work of our school and to achieve our vision - A school where everyone’s learning!  Our Staged Intervention data shows we currently have 52% of children, across our service, who require some form of additional support.    In our pupil ‘Have Your Say’ questionnaire (P.3-7) only 78% of our children said that they enjoy learning at school with 8% disagreeing and 14% unsure. We want all our learners to enjoy learning and need to consider how we  shape learning experiences to allow this to happen. | All staff will be more aware of what an inclusive classroom is, why it is important, what to consider when setting it up and which supports and strategies are most valued.  Staff will continue to use the Circle Framework (school), and Up, Up and Away (ELCC) this session when planning support for young people with Additional Support Needs. This will contribute to the removal of barriers to learning through consideration of the physical learning environment, the social environment, structures and routines, skills and motivation.  Ongoing review of implementation of the Circle Framework (school), and Up, Up and Away! (ELCC) will highlight practice that is contributing positively  to the removal of barriers for children with Additional Support Needs and all staff will have the opportunity to learn through this.  By February 2026, our new ASN cycles (school and ELCC), will be embedded in practice with all staff having had experience of completing all aspects included. The cycles will support high quality targeted interventions and allow staff to monitor the effectiveness of these in improving outcomes for our children.  Identified children will participate in the HeadStrong CHANGE programme, led by DHT, to improve/support aspects of their mental health. This will support their ability to attain and achieve within school and beyond.  Continuing our RNRA journey will further integrate nurturing relationships into our policy and practice. | * Circle Inclusive Classroom/ Environment Scale (CICS/CIELES) and Inclusive Classroom planning pages * The Circle Participation Scale (baseline measurement tool) * Evaluation of child plans in June, October and February (staged intervention framework) * Tracking and monitoring (TAM) meeting records * Targeted support timetables, planners and evaluations * Attainment tracker * Feedback from pupil experience observations * Health and Wellbeing audits (September and February) * Evaluations/progress made through HeadStrong CHANGE programme sessions * Young Leaders of Learning (YLL) focus group feedback (How good is OUR school?) * RNRA action plan and evaluation * Educational Psychologist child assessments and interventions * Have Your Say 2024 - 2025 questionnaire results | Refresher training for all school staff in use of The Circle Framework and ELCC staff in Up, Up and Away linked to RNRA. (August in-service)  De-escalation training for all staff (August in-service) delivered by Coaching and Modelling Lead (PT Flexible Learning at Renfrew High)  Embed use of our ‘Super 6’ de-escalation strategies to ensure consistency across the school and ELCC.    Time allocated to allow staff to complete both the Circle Inclusive Classroom Scale (CICS) and the Circle Participation Scale (CPS) for identified children. CICS to document ongoing evaluation of practice to support inclusion and CPS to support staff to identify children’s strengths and areas requiring to be developed. We will also use this scale to evaluate input based on follow up assessment. ELCC staff to use CIRCLE Inclusive Early Learning Environment Scale (CIELES)  Time and resources allocated to addressing the six skills areas of the Circle Framework and to identifying strategies to be used.  In line with Renfrewshire Council policy, continue to implement the Staged Intervention Framework with child plans reviewed three times per session  (or as required) using The Circle Framework/Up, Up and Away to support this and provide equity for all learners.  Pupil experience observations across the school and ELCC will focus on inclusion (DHT)  Create targeted support timetable for individuals. Support teacher (PEF) to work with individuals/small groups who benefit from this type of support.  Further adaptations to be made to our learning environments to better support identified children.  Continue to update our Additional Support Needs tracker timeously to evidence our current knowledge about our children and provide data about the range, and level, of need across the school.  Inclusion to be a focus area at termly TAM meetings and support staff meetings.  Ensure school census data aligns with pupil Additional Support Needs information.  Continue to liaise with partner services and agencies to best support our children, providing them with opportunities and the circumstances to achieve and succeed.  Refresher RNRA training for DHT, action plan created and core group meetings throughout session. |
| **Improvement Priority 2 – To provide high quality learning for all** | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Interventions** |
| At Heriot we remain committed to achieving the highest possible quality of provision and positive outcomes for all children and young people and their families. Our priority is to consistently provide high quality learning experiences for all. This priority is underpinned by our vision**, ‘**A school where everyone’s learning!’  Our thematic school review (March 2025) focussed on inclusion. Feedback from the review was very positive, with lots of very good practice identified. Our positive relationships and nurturing, caring ethos was a strength. We now need to further develop our approaches to ensure all children are active participants in discussions and decisions which may affect their learning and lives.  Our targeted support model is working well with identified learners who are not on track receiving a range of supports both within, and out with, the classroom/playroom. We need to consider further how these supports are monitored and tracked and how the views of the staff delivering these  interventions are reviewed and included in our tracking conversations.  Personalised support is well considered at Heriot with a range of universal and targeted supports in place to remove any barriers to learning and support our children. This session we need to review our processes and systems to ensure triangulation of evidence and supports. | By August 2025, all staff will be aware of The Renfrewshire Way learning and teaching toolkit.  During session 2025-2026 staff will use The Renfrewshire Way toolkit, and resources within, to enhance their professional understanding and classroom practice.  By January 2026, complete review and audit of current Learning, Teaching and Assessment Policy considering impact on learner experiences and outcomes.  Staff will further consider our learning environment to ensure we have created a nurturing, inclusive and welcoming environment built upon strong learner and staff relationships which meets the needs of all.  Through consideration of the features of high-quality teaching, staff will review the wide range of learning experiences we provide and ensure that we are developing skills for  learning, life and work. Alternative pathways to success for individuals will be created.  Our Big Think Day will provide an opportunity for our learners to share with us what they think makes a good lesson, what they enjoy/do not enjoy during lessons and why and to describe a good learning environment.  Our staff will have the skill set to use data intelligently and use it to identify areas for improvement for the benefit of learners. Our planning, tracking and monitoring systems will ensure triangulation of evidence and supports.  There will be effective use of challenge, differentiation and assessment (formative and summative) across the school and ELCC. Timely feedback to learners will ensure they are clear in their next steps. Our range of assessment approaches will ensure learners’ growth.  Measures taken by staff will reinforce our belief that the well-being of our children promotes their self-worth, confidence and self-esteem, leading to high quality attainment and achievement.  By April 2026, our new Learning, Teaching and Assessment Policy will be finalised and implemented in Term 4. | * Self-evaluation of Q.I 2.3 Learning, Teaching and Assessment and Theme 2 – Our learning and teaching. * Robust Quality Assurance calendar * Tracking and monitoring (TAM) meeting records * Attainment tracker * Well-being tracker * Assessment data including baseline, IDL, SNSA and GL results * Cluster moderation/school visits feedback * Feedback from pupil experience observations * Pupil Council UNCRC action plan * Big Think Day feedback * Range of supports in place across ELCC to P.7 * Required adaptations to ELCC undertaken * Class teacher trackers * Timetables – targeted support teachers and support staff * Young Leaders of Learning (YLL) focus group feedback (How good is OUR school?) * Partner and parent/carer questionnaire results and feedback * A Heriot Learner is……’ and Heriot Toolkit posters all around the school * In-service and collegiate time allocated (CLPL records) * GP room refurbishment and adaptations to The Zone * New Learning, Teaching and Assessment Policy for Heriot | Introduce ‘The Renfrewshire Way’ to all staff (HT/Aug. inservice) Highlight the professional reading and training opportunities highlighted in the associated toolkit.  Collegiate session allocated to allow staff time to explore the resources in the Renfrewshire Way toolkit. Staff encouraged to utilise CLPL hours for professional reading and training opportunities.  HT to signpost relevant resources within the toolkit to enhance their professional understanding and classroom practice.  Complete self-evaluation of Q.I 2.3 Learning, Teaching and Assessment with all staff and  Theme 2 – Our learning and teaching with Learning and Teaching Champions (pupil voice)  Working party will review our Learning, Teaching and Assessment Policy and amend/adapt ensuring it is clearly written and easily accessible for all and reflects How Good is Our School 4 and How Good is OUR School Part 2.  All classes to display, and refer to, our ‘A Heriot Learner is……’ and Heriot Toolkit posters. (Consistent high expectations across the school)  Introduce class teacher tracker to ensure consistency in data gathered and support transition.  Classroom/playroom visits and observations will focus on target setting (challenge), quality feedback, learner conversations and effective lesson features.  Provide teacher targeted support and target resources to identified children (PEF) Targeted support will also be provided by support staff.  Revisit aspects of our curriculum to ensure it is engaging and inclusive for all and consider alternative pathways, skills focused (including digital skills) for individuals.  As part of our ongoing work on UNCRC, learners’ views will be sought, heard and reflected in our new Learning, Teaching and Assessment Policy. (Article 12) Class views and focus of Big Think Day.  Consider assistive technologies which may be beneficial to reduce/remove barriers to learning for individuals.  Following consultation with parents/carers, return to using Seesaw to share learning and teaching and engage with parents.  Continue to celebrate success within the class/playroom and across the school.  Implement new Learning, Teaching and Assessment Policy and plan to review the impact on learner experiences and outcomes next session. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Priority 3 – Enhance self-evaluation and school improvement activities by further involving learners and parents in the process.** | | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| Feedback from our own self-evaluation process, as well as the Local Authority’s Quality Improvement process, identified Pupil Voice and Leadership as an area of continued development across the school, and ELCC, particularly in relationship to learning and teaching.  We need to further improve opportunities where our learners are listened to, and their views considered to ensure that they impact on our school evaluation processes and feed directly into our improvement priorities.  Integrate UNCRC into the improvement framework of our school by empowering our learners and giving them an opportunity to have meaningful participation in the development of Heriot Primary.  The links between the YLL programme and our UNCRC work will help us to obtain our Rights Respecting Schools Gold Award.  Provide our learners with greater opportunities to work with other learners from a cluster school (Lochfield PS) to plan and implement a joint improvement priority which will benefit both schools and the individuals involved.  Self-evaluation highlighted the need to increase parent/carer voice within the school and ELCC, particularly with self-evaluation and ongoing improvements. | Our learners will be more actively involved in our school improvement activities and there will be an improved structure for the inclusion of learner voice in our self-evaluation processes.  By December 2025, Our Young Leaders of Learning (YLL) group will create a joint action plan with clear identified tasks.  By the end of May 2026, our YLL group will have prepared a short report that will be included in our 2026 School Standards & Quality. This will also include next steps which have been identified for the YLL group of 26/27 and these will also be included in the school SIP 26/27, ensuring that learners are involved on an ongoing basis in the improvement priorities at Heriot PS.  Develop our use of How good is OUR school (Part 2.) to support and empower our pupil’s and increase effective learner participation, while supporting the following UNCRC articles: Article 12 (respect for the views of the  child): “Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.” Article 13 (freedom of expression): “Every child must be free to express their thoughts and opinions and to access all kinds of information.    Learners from Heriot and Lochfield will have the opportunity to take part in reciprocal visits. This will allow them to observe another school environment, suggest improvement priorities and also bring back ideas that could be utilised within Heriot.  Our Young Leaders will have the opportunity to further develop a range of skills such as communication, teamwork, resilience and organisation having taken on this leadership role. They will be excellent role models and trainers for the next group of Young Leaders.  Throughout session 2025-2026, all pre-school children will be part of a leadership group, making links with the wider community and ensuring that their voices and opinions are heard.  Feedback from parents/carers will demonstrate that almost all of them feel that their voice and opinions are heard within the ELCC and school. | | * Pupil feedback (evidence that they feel involved in the improvement of their school, they feel listened to and their views are being taken into account) * Joint action plan and evaluation of actions * Improvements made by YLL group and next steps for session 26/27 identified * Observations feedback from school leads shows that YLL groups are displaying features of Articles 12 & 13 * Calendar of meetings for YLL groups and agendas/minutes to evidence planning and outcomes * Schedule of observations for both YLL groups (Heriot and Lochfield) and evaluations of visits * YLL programme pre and post evaluations evidence improvement in pupil leadership skills and use of evaluative language * YLL programme pre and post evaluations evidence improvement in collaboration and sharing of good practice with Lochfield. * Feedback from parents/carers * Heriot Parent Staff Group meetings (agenda and minutes) * Parent consultation and questionnaire responses * Improvement plan for session 26-27 reflects pupil, staff and parent views * Reintroduction of Seesaw and parent/carer uptake | Heriot & Lochfield PTs will identify learners within their establishment to form their YLL group, which will consist of 6-8 learners from an agreed year group.  Authority Lead/ Ed. Scotland will deliver training to YLL learners. Training will cover topics such as representing the views of others, respecting privacy, safeguarding and giving feedback.  YLL groups, within their own establishment, will explore an identified improvement priority within the selected theme from HGIOS part 2 (Pupil friendly version):  Theme 2: Learning and Teaching  Heriot PT will arrange a ‘Meet/Greet’ session with Lochfield YLL pupil group to introduce each other and discuss the programme (this can be done in-person or via a Teams meeting)  Heriot YLL group will meet on a regular basis to work on the identified improvement priority. They will also feedback to our Pupil Council to support our journey to Rights Respecting Schools Gold status.  Minutes of meetings will be kept to evidence progress made.  Between September and October 2025, YLL reciprocal visits to take place between Lochfield & Heriot and feedback from each visit shared.  ELCC and school staff will support children in a range of leadership roles such as Pupil Council, Sport Committee, House Captains and Vice Captains, Reader Leaders, YLL group, Eco Leaders and Digital Champions to shape school improvement.  Work with existing parents/carers within Heriot Parent Staff Group (HPSG) to develop the work of the school and ELCC.  The school will develop a relationships policy, involving the whole school community, to further support understanding of the schools, and ELCC’s, aims and expectations.  Establish connections with new parents/carers to join our HPSG through school events and our newsletter.  Reintroduction of Seesaw following parent and staff consultation. |