



School Improvement Plan

2025-26



I am unique I am a lifelong learner My voice matters

Kindness Respect Honesty

INTRODUCTION - School Improvement Planning 2025/26

This document outlines our identified priorities for Session 2025/26, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2024/25. For more information on our performance, see our School Improvement Report June 2025.



Areas for Improvement 2025-26

Based on school, local and national priorities

	Improve / New ↓ Think key priority Action plans needed for these	Consolidating / Continue ↓ Think 'embed, expand' Building on previous activity	Explore / Understand ↓ Think 'questions, wicked issues' May be key priorities next session
Learning, teaching, assessment	<ul style="list-style-type: none"> Improve planning in Writing and Maths Develop strengths-based approaches to moderation and assessment. 	<ul style="list-style-type: none"> Continue to embed Colourful Semantics to support writing. Continue to embed agreed strategies to support writing across the curriculum. (TWR) Continue to embed consistent teaching approaches in Maths and Numeracy using concrete materials and working walls. Continue to strengthen IDL planning which aligns with our new Curriculum Rationale. 	<ul style="list-style-type: none"> How can we develop our resources and approaches to assessment and moderation of reading?
Inclusive practices	<ul style="list-style-type: none"> Work towards our Silver Rights Respecting School Award Introduce Sensory Circuits to support targeted pupils with regulation and wellbeing Introduce Massage in Schools Programme 	<ul style="list-style-type: none"> Continue to use CIRCLE document to support learning environments. Continue to support identified children with nurture sessions using PEF. Wider Achievements – act on parental feedback and identify a skill or act of community service as a theme for children to share wider achievements outside of school. Further develop Soft Starts to support play and children's social 	<ul style="list-style-type: none"> How can we further improve and embed outdoor learning opportunities for all children?

		and emotional learning as well as time for teachers to provide individual pupil feedback.	
Curriculum		<ul style="list-style-type: none"> • Continue to use and deepen our knowledge of SBCWay Curriculum 	
Leadership		<ul style="list-style-type: none"> • Following teacher CLPL last session, create distributed leadership opportunities which support SIP and Learning Engagement and Assessment Framework. 	
Early Learning & Childcare	<ul style="list-style-type: none"> • Improve routines and structures across all learning environments to support the balance of the day. • Improve recording of children's learning through observations and progression and tracking frameworks to support gaps. 	<ul style="list-style-type: none"> • Continue to develop digital floorbook. • Continue to develop planning formats in alignment with SBCWay. 	<ul style="list-style-type: none"> • How can we integrate learning opportunities for the children that go beyond our school and ELC grounds?
Team Around the Cluster		<ul style="list-style-type: none"> • Develop our deployment of the Ready to Learn Team using current attendance data. 	<ul style="list-style-type: none"> •

Action plan 1: Learning, Engagement and Assessment

<ul style="list-style-type: none"> • Intended outcome: • Improve planning in Writing and Maths • Develop strengths-based approaches to moderation and assessment. 			NIF link: 3, 4, 6, 8
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> • Writing attainment across the school is at 83% on track. • Maths and Numeracy across the school is at 85% on track. • Quality and quantity of writing is inconsistent across levels which impacts on achievement of identified stretch aims. • Teachers report the need to track genres being taught. • Teachers recognise the need for more frequent moderation activities to support consistency of assessment and attainment of a level in both writing and maths and numeracy. • Teachers recognise the need to develop understanding of a strengths-based approach to assessment. 	<ul style="list-style-type: none"> • Develop and implement Yearly Planners for all classes. • Agree genres to be taught each term across all classes. • Plan opportunities which support writing across the curriculum, making use of IDL focus each term. • Agree significant aspects of learning in Maths and Numeracy that will be taught termly to ensure coverage. • Ensure collegiate activity time regularly provides opportunities to moderate writing and maths that support teacher judgement on progress and attainment of a level. • Use SBCWay planners and trackers to support progression. 	<ul style="list-style-type: none"> • Termly Curriculum Overviews, online portfolios, class displays etc., will evidence consistent whole school approaches. • Teachers' confidence will have improved in planning next steps for pupils based on increased understanding of ongoing assessment of a level. • Termly planning meetings will reflect increased confidence and judgement of progress and attainment. • Learning Walks will evidence consistent approaches. • Working Walls will evidence termly learning identified as well as pupil engagement. • Sampling of pupil work will evidence learning from planned writing and maths engagement. 	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

		<ul style="list-style-type: none"> Pupil focus groups will evidence improved learning experiences. 	
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Action plan 2: Inclusion, Engagement and Wellbeing

<ul style="list-style-type: none"> Intended outcome: Work towards our Silver Rights Respecting School Award Introduce Sensory Circuits to support targeted pupils with regulation and wellbeing Introduce Massage in Schools Programme 			NIF link: 2, 4, 6, 7
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> UNCRC learning supports distributed pupil leadership opportunities and underpins our VVA. The school have achieved their Bronze RRSA. Staff and pupils are keen to continue to embed rights. Staff are nurture trained, and trauma informed however pupil wellbeing and regulation remains a key priority. There is scope to expand the range of targeted approaches and interventions that can support individual pupil wellbeing. 	<ul style="list-style-type: none"> Agree timeline for regular RRSA Ambassador meetings and identify staff lead. Create communal community UNCRC display board to showcase understanding and agreed areas of learning based on pupil voice. Work towards Silver Accreditation using action plan from Bronze Award. Provide staff CLPL on Sensory Circuits training in partnership with the Inclusion and Wellbeing Service. 	<ul style="list-style-type: none"> Silver RRSA Award will be submitted and visit agreed. RRSA Ambassadors engagement will be evidenced on community display wall and through pupil participation in assemblies and gatherings. Children will be increasingly aware of the wider context of children's rights through discussions and evidence in portfolios and learning opportunities. Targeted interventions will be timetabled and regularly reviewed and moderated to 	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

	<ul style="list-style-type: none"> • Provide staff CLPL on the Massage in Schools Programme in partnership with the Inclusion and Wellbeing Service • Implement timetable for sensory circuit interventions and class massage sessions. 	<ul style="list-style-type: none"> show increased regulation for targeted pupils. • Massage in schools programme will be timetabled regularly to support and maintain wellbeing across all classes. 	
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Action plan 3: Early Learning and Childcare

<ul style="list-style-type: none"> • Intended outcome: • Improve routines and structures across all learning environments to support the balance of the day for all. • Improve recording of children's learning through observations and progression and tracking frameworks to support gaps. 			NIF link: 3, 4, 6
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> • Audits, professional discussion and self-evaluation have highlighted a need for more consistent routines across the children's day that support sustained engagement and allow children's interests to be followed and tracked. • Gaps in trackers have highlighted the need for a more consistent way of recording observations to support learning. 	<ul style="list-style-type: none"> • Moderation of routines and resources to ensure learning environments support children's engagement. • A key focus will be lunch time routines. • Develop a Yearly Planner to support intentional and responsive planning which will in turn support more robust observations. • Agree a consistent format to be used to record observations and possible next steps. 	<ul style="list-style-type: none"> • Routines are well known and understood by all. • Practitioner confidence in knowing the children as learners will increase. • More robust tracking data will be evident and align with online portfolios and floorbooks. • Next steps from observations are more clearly informing planning. • Online portfolios and digital floorbook will evidence learning more clearly. 	<p>October:</p> <p>December:</p> <p>February:</p> <p>April:</p>

	<ul style="list-style-type: none"> • Moderate observations and strengthen practitioner routines in recording progression linked to observations and trackers. 		
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Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	<ul style="list-style-type: none"> Continue to embed Colourful Semantics to support writing. Continue to embed agreed strategies to support writing across the curriculum. (TWR) Continue to embed consistent teaching approaches in Maths and Numeracy using concrete materials and working walls. Continue to strengthen IDL planning which aligns with our new Curriculum Rationale. 	CTs	<ul style="list-style-type: none"> Termly Curriculum Overviews, online portfolios etc., will evidence planned teaching and learning. Jotters will evidence pupil engagement and increased understanding of writing processes and structures. Learning, engagement and assessment policy refreshed to support understanding of school-wide agreed practices and increase teacher confidence. Moderation activities throughout the school year will demonstrate a more consistent approach to agreed teaching approaches and use of resources and learning environments. Moderation of termly agreed reporting through online learning platform will evidence the use of these strategies throughout the school. Whole school planner will support development of teacher subject knowledge throughout year 2 of our refreshed contextualised curriculum through engagement in enrichment activities, making meaningful links with other curriculum areas and opportunities for playful enquiry learning. 	
2	<ul style="list-style-type: none"> Continue to use CIRCLE document to support learning environments. Continue to support identified children with nurture sessions using PEF. 		<ul style="list-style-type: none"> Learning Walks will evidence use of CIRCLE document and agreed expectations for all learning environments. CIRCLE Document (specifically the CPS) will be used to evidence improved regulation and emotional wellbeing 	

	<ul style="list-style-type: none"> • Wider Achievements – act on parental feedback and identify a skill or act of community service as a theme for children to share wider achievements outside of school. • Further develop Soft Starts to support play and children’s social and emotional learning as well as time for teachers to provide individual pupil feedback. 		<p>of identified children who engaged in targeted nurture sessions.</p> <ul style="list-style-type: none"> • School wide contribution assemblies will evidence engagement with identified focusses from VVA where pupils have demonstrated achievements in these areas within school. • Achievements assemblies will include a wider range of personal successes outwith school. • Parental engagement with identified focus areas will increase and be evidenced through an increased percentage of pupils being represented at Achievement assemblies. • Children will have experienced a greater range of enrichment activities and opportunities for playful enquiry learning in soft starts. These will be evidenced through moderation of Yearly Planners and IDL contexts. This will also be evidenced in their online portfolios, class assemblies, pupil focus groups and jotter sampling. • Children will have experienced regular timetabled outdoor soft starts linked to planned curricular and IDL learning contexts. 	
3	<ul style="list-style-type: none"> • Continue to use and deepen our knowledge of SBCWay Curriculum 		<ul style="list-style-type: none"> • Staff will have increased knowledge and confidence in their use of SBCWay progression documents and resources. • Moderation and reporting throughout the year will be more robust as a result of increased teacher confidence and expertise. 	
4	<ul style="list-style-type: none"> • Create distributed leadership opportunities which support SIP and Learning Engagement and Assessment (LEA) Framework. 		<ul style="list-style-type: none"> • Staff will have led on specific aspects of the SIP through collegiate time activities. • Professional discussions and collaboration will evidence increased use of LEA Framework. 	

			<ul style="list-style-type: none"> • Pedagogical implementation of agreed practices will be more evident in planners and overviews. • Teacher subject knowledge of the SBCWay will increase from ongoing identified improvements. 	
5	<ul style="list-style-type: none"> • Continue to develop digital floorbook. • Continue to develop planning formats in alignment with SBCWay. 		<ul style="list-style-type: none"> • ELC practitioners will have increased confidence when using digital technologies. This will be evidenced in more distributed practice in staff contributing regularly to the digital floorbook. • Practitioners' confidence in using the SBCWay will have increased. This will be evidenced in more targeted intentional planning that supports progression. 	
6	<ul style="list-style-type: none"> • Develop our deployment of the Ready to Learn Team using current attendance data. 		<ul style="list-style-type: none"> • Attendance data from Cluster schools will show increased attendance for identified pupils. 	

Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	How can we develop our resources and approaches to assessment and moderation of reading?	HT	June 2026	<ul style="list-style-type: none"> HT will moderate reading reporting throughout the 2025/26 session to provide evidence of teacher professional judgements. This will inform next steps in developing pedagogy, resources and agreed approaches. HT will plan engagement with SBCWay to support identified improvements in reading for Session 2026-2027.
2	<p>How can we further improve and embed outdoor learning opportunities for all children?</p> <p>How can we integrate learning opportunities for the children that go beyond our school and ELC grounds?</p>	PT	June 2026	<ul style="list-style-type: none"> PT will engage in CLPL opportunities to widen expertise on outdoor learning. PT will explore resources and information through Playful and Enquiring Pedagogy - An SBC-wide approach, NatureScot and Learning Through Landscapes to continue to develop the use of the school grounds and local greenspace to further enhance our curriculum.
3				