



School Improvement Plan

2025-26



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	- Improve attainment in Numeracy and align practice with SBCWay Numeracy - Develop Stow PS Learning, Teaching and Assessment Toolkit/Framework	- Continue with CYPIC programme/ National Writing Programme to sustain high/raise attainment in Writing across 1st and 2nd levels. - Expand digital literacy across the curriculum to support learning, teaching and assessment - Continue with implementation of SBCWay Curriculum. - Continue to develop strategies to improve the progress, attainment and achievement of all children ELC to P7.	- Is our Curriculum Rationale aligned with emerging priorities? - How do we develop approaches to capturing and monitoring children's progress, attainment and achievements in ALL areas of their learning?
Inclusive practices	Cluster priority: LGBT Inclusive Education- Stage1: o Staff Training (TIE) o Pupil workshops o Shared Information for Parents	- Continue to develop our key Universal and Targeted support strategies to ensure we are effectively meeting learners needs support children in maintaining positive emotional wellbeing. This will include: - The CIRCLE Framework - Meeting Learners Needs Guidance - Nurture - Positive Relationship Guidance	- Are we getting it right for every child? - Are there any other areas where there is a barrier to inclusion? - How can we overcome financial barriers to ensure high quality provision for children with ASN?

		- Zones of Regulation - Increased Engagement with ELC for universal and targeted support	
Curriculum		• Continue evidencing play pedagogy (P1-3) and project based learning (P4-7) through IDL in planning. • Expand on our way of tracking wider achievements by participating in SBC pilot for online profiling.	• How can play pedagogy and project based learning be used more consistently to support curricular outcomes? • How can we develop an outdoor learning framework that outlines how various subjects and disciplines can be integrated into outdoor activities?
Leadership	• Begin to develop/introduce professional enquiry into practice.	• Strengthen pupil leadership through school groups (Eco, JRSO, Digital Leaders, Pupil Council). • Sustain and expand staff leadership opportunities.	• How can we ensure temporary and short-term staff feel well supported?
Early Learning & Childcare	• Embed UNCRC in ELC practice through daily routines, language and planning • Undertake STEM Nation Award and develop consistent STEM pedagogy • Develop a robust annual planning approach for consistency and responsiveness	• Embed literacy- and numeracy-rich environments aligned with SBCWay • Continue strengthening outdoor learning spaces with parent involvement • Continue peer coaching and shared reflection to strengthen responsive interactions	• How can we ensure meaningful moderation of observations that reflect children's developmental journeys? • How can we strengthen transition pathways further through linked up outdoor learning experiences?
Team Around the Cluster	• Moderation • Cluster Action Group	• Cluster Ready to Learn Group (SEF) including Attendance Focus	• Add wicked issues here

Action plan 1: Align practice with SBCWay Numeracy

Intended outcome: By June 2026, learners in P1–P7 will experience more consistent and effective Numeracy teaching, leading to at least 90% of children being on track (an increase from 85% in June 2025), as measured by teacher judgement and SNSA. This will be achieved through improved planning, pedagogy, and assessment aligned with the SBCWay Numeracy framework.			NIF link: 1, 3,4, 5, 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)
• Some children, particularly in P1, are not achieving expected levels in Numeracy, as SNSA and internal data show attainment is below that of Literacy. • Inconsistent use of progression pathways means learners do not always experience a clear, structured journey through Numeracy skills. • Many children with additional support needs are not receiving the differentiated, scaffolded support they need in Numeracy, which limits their confidence and progress.	• All staff will engage in CLPL on the SBC Numeracy Framework and progression pathways to ensure shared understanding and consistency. • Planning moderation across stages will be introduced to support a coherent and progressive approach to Numeracy. • The CPA approach, problem solving, and real-life application will be used consistently as core pedagogy in Numeracy. • Small-group interventions and flexible grouping strategies will be implemented to support differentiated teaching. • The MAGMA maths app will be used regularly across P1–P7 to support consolidation and personalised learning.	• ACEL data will show increased attainment • More children will achieve expected levels in Numeracy, evidenced by increased on-track judgements, DNA assessments, and SNSA scores by June 2026. • Learners will experience more consistent teaching approaches, as moderation and learning walks show pedagogy aligned to the Stow Learning, Teaching and Assessment Toolkit. • Pupils will become more independent in their learning by accessing a wider range of differentiated resources and supports. • Teachers will use MAGMA tracking tools to identify gaps	October: December: February: April:

	•	quickly and ensure timely interventions, leading to improved progress for all learners. • SBC Numeracy Pupil Attitudes Survey will reflect increased learner confidence, enjoyment, and engagement in Numeracy. (pre- in August and post – April) • The Early Years Team will support early Numeracy development in Primary 1, providing advice on progression and play-based pedagogy. • SBC Curriculum Support Teachers will assist with moderation, planning, and the use of progression frameworks for Numeracy and Mathematics. •	
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Action plan 2: Develop Stow PS Learning, Teaching and Assessment Framework/Toolkit

Intended outcome: By April 2026, all learners will benefit from high-quality, consistent teaching that supports their engagement, equity, and progress, as all staff implement a co-created Stow PS Learning, Teaching and Assessment Framework—including a shared Teaching Framework—to guide effective pedagogy across the school.			NIF link:1, 3, 4, 5, 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)
• Learners experience inconsistent teaching approaches across stages, which affects continuity and progression in their learning. • Children do not yet benefit from a shared understanding of what effective teaching looks like across the school. • Pupils with additional support needs are not always receiving appropriately differentiated teaching, which limits their access to learning and progress.	• A collaboratively designed Learning, Teaching and Assessment Framework will establish consistent, high-quality expectations across all stages, including clear elements of what is expected in a Numeracy lesson. • In-service days and CAT sessions will be used for staff to pilot, refine, and evaluate approaches to pedagogy and planning. • Exemplars and practical strategies aligned to SBCWay and Curriculum for Excellence (CfE) levels will be developed and integrated. • A structured moderation and reflection process will support ongoing professional learning	• Children across all classes experience more consistent and coherent learning, as the toolkit is routinely referenced in teacher planning. • Learners benefit from improved teaching approaches, as staff demonstrate greater confidence and shared understanding of effective strategies. • Pupils experience greater challenge and engagement, as evidenced by peer observations and quality assurance showing more consistent delivery. • Learners can confidently explain their learning intentions and success criteria,	October: December: February: April:

	and continuous improvement in practice. •	and they receive high-quality, timely feedback that helps them improve. • SBC Curriculum Support Teachers will assist in the co-design and moderation of the toolkit to ensure alignment with national expectations and CfE. • Inspire Learning team will support digital integration of key elements of the toolkit (e.g. use of Showbie, digital feedback) to enhance teaching and learning. •	
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Action plan 3: LGBT Inclusive Education – Stage 1: Journey

Intended outcome: By June 2026, all learners will benefit from a more inclusive and respectful learning environment, as 100% of teaching staff at Stow PS will have completed Stage 1 LGBT Inclusive Education E-Learning, and two Lead Staff will be in place to coordinate further implementation.			NIF link: 1, 3, 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)
• LGBT Inclusive Education enables all children to feel respected, included, and represented, helping schools fulfil their responsibilities under the Public Sector Equality Duty (PSED) as part of the Equality Act 2010. • As part of a national expectation, all teachers in Scotland are expected to engage with LGBT Inclusive Education to ensure that every learner sees themselves reflected in the curriculum and feels safe to be who they are.	• Children will experience a more inclusive and respectful school culture as staff, pupils and parents engage in awareness-raising activities around LGBT equality and representation. • Learners will benefit from more knowledgeable and confident staff, as all teachers complete the national Stage 1 e-learning module through the TIE Primary Service Pathway. • A designated Lead Person will coordinate implementation, ensuring a consistent and well-supported approach to inclusive education. • P6 and P7 pupils will participate in focused workshops delivered by Time for Inclusive Education (TIE), enhancing their understanding	Use of Pre and Post SE Surveys linked to the pathway will ensure: • Children will experience a more inclusive and respectful learning environment as staff develop a deeper understanding of LGBT Inclusive Education through pre- and post-surveys. • All teachers and senior leaders will complete Stage 1 certification, ensuring a consistent approach to inclusive practice across the school. • Staff confidence will increase, laying the groundwork for curriculum development in 2026–2027 that embeds LGBT themes meaningfully and appropriately. • Learners and staff will critically explore stereotypes and	October: December: February: April:

	of identity, respect and diversity. • Pupils will benefit from visible role models and peer leadership through a developing partnership with Galashiels Academy's Gold LGBTQ+ Ambassadors.	prejudice, promoting respectful language and behaviours that foster belonging and equality for all.	
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Action plan 4: Professional Enquiry

Intended outcome: By June 2026, learners will benefit from more engaging, effective Numeracy and STEM teaching, as all teachers carry out a focused practitioner enquiry linked to their PRD. Enquiries will explore evidence-informed strategies in Numeracy or STEM and will be planned, implemented, and evaluated within classroom practice. This will lead to increased teacher confidence and improved learner outcomes, evidenced through engagement levels, formative assessments, and learner feedback.			NIF link:1, 2, 3, 4, 5, 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)
• PRD conversations highlight a shared commitment among staff to use practitioner enquiry to improve teaching in Numeracy and STEM, with the aim of enhancing pupil outcomes. • Teachers are eager to reflect more deeply on their practice and trial new, evidence-informed strategies that engage learners in problem solving, investigation, and applied thinking. • There is a clear need to better understand how specific changes in Numeracy and STEM pedagogy affect learner confidence, participation, and progress—particularly for those who find these areas challenging.	• Teachers will implement small-scale, research-informed changes in Numeracy and/ or STEM as part of practitioner enquiry. • Each teacher will select a focus area aligned with their professional development goals and classroom context. • Problem-solving, exploration, and investigative approaches will be trialled to strengthen teaching practice in Numeracy and/or STEM. • Regular reflection and collaboration will support refinement of strategies and promote consistency across the school. •	• Learners will demonstrate greater confidence and independence in Numeracy and STEM tasks, as observed through classroom activities and pupil voice. • Formative assessments, including pre- and post-task evidence, will show measurable improvements in pupil understanding and application of key concepts. • Teacher reflections and enquiry write-ups will evidence changes in practice that have led to stronger learner engagement and progress. • Professional dialogue will show increased staff confidence in applying evidence-informed strategies to support all learners, particularly those	October: December: February: April:

• Learners have identified STEM as an area they would like to explore more often and in greater depth, highlighting the need for more engaging and frequent STEM learning opportunities.		requiring additional support in Numeracy or STEM. • Curriculum Support Officers (Numeracy and STEM) will guide staff in selecting effective approaches and provide feedback on implementation. • Inspire Learning will support the integration of digital tools and collaborative platforms to document and share enquiry processes. • The STEM Support Team will offer targeted CLPL and coaching to strengthen pedagogical approaches in STEM contexts.	
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ELC Action plan 1: Develop a robust annual planning approach in ELC for consistency and responsiveness

Intended outcome: By April 2026, children in our ELC will benefit from more consistent and meaningful learning experiences, as all staff use a shared annual planning framework that ensures coherent coverage of CfE Es and Os while allowing for responsive, child-led learning.			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)
• Children currently experience variability in learning opportunities due to inconsistent planning approaches across practitioners. • When staff lack time or structure for responsive planning, opportunities to extend and revisit children's learning can be missed. • A shared planning framework will help ensure that all children have repeated and meaningful exposure to key learning outcomes, supporting their progression and confidence as learners.	• Staff will co-develop and trial an annual planning overview that reflects seasonal, community, and curricular contexts. • Collaborative planning will be scheduled regularly to promote consistency and continuity across the team. • Responsive planning sections will be embedded to support flexibility based on observations and emerging interests. • Termly monitoring will be used to review the quality, coverage, and progression of planned learning experiences. •	• Children will benefit from consistent, well-sequenced learning experiences as all practitioners regularly use and adapt the shared annual framework. • Floorbooks and observations will demonstrate that children are engaging with and progressing through meaningful CfE outcomes. • Parents will have a clearer understanding of what their children are learning, as reflected in improved feedback about planning communication. • Children's feedback will show increased enjoyment, understanding, and involvement in their learning journey.	October: December: February: April:

		• Support from the Early Years Team will be used to moderate planning quality, provide coaching on responsive approaches, and ensure consistency across the setting.	
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ELC Action plan 2: Improve Numeracy and Maths offer and develop consistent STEM pedagogy in ELC

Intended outcome: By June 2026, children in ELC will benefit from rich, engaging Numeracy and STEM experiences woven throughout daily learning, as staff confidently deliver high-quality Numeracy, Maths and STEM pedagogy. This will support curiosity, creativity and problem-solving from an early age.			NIF link:1, 3, 4, 5, 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)
- Children in ELC need greater access to high-quality Numeracy, Maths, and STEM experiences to build curiosity, confidence, and early problem-solving and reasoning skills. - Staff have identified STEM and Numeracy as areas where increased confidence and shared understanding will directly improve the quality of learning. - Engaging with the STEM Nation Award and improving practice in early maths pedagogy will ensure that children experience more consistent, purposeful Numeracy and STEM learning through a structured, whole-team approach.	- A dedicated STEM Lead will support consistent planning and delivery of Numeracy, Maths and STEM learning across the ELC team. - A baseline audit using the STEM Nation framework will be completed to identify gaps in STEM and early Numeracy provision and ensure balance across the curriculum. - Staff will participate in targeted CLPL and peer learning focused on improving confidence and consistency in delivering high-quality Numeracy and STEM experiences. - Numeracy and STEM will be embedded into daily routines and play-based learning	- Planning and learning environments will consistently reflect purposeful Numeracy, Maths, and STEM opportunities, ensuring children regularly experience high-quality, engaging learning. - Staff confidence in delivering Numeracy and STEM experiences will increase (target: 80%+), supported through CLPL and collaboration with Early Years Team and SBC Curriculum Support. - Achieving STEM Nation Award Stage 1 by June 2026 will evidence the depth, consistency, and quality of provision across the setting. - Observations and floorbooks will show that children are highly engaged, curious, and	October: December: February: April:

•	through intentional planning and resourcing. • Engagement and progress in STEM and Numeracy will be documented and shared with families through Showbie and learning journals to support reflection and communication. •	purposeful in Numeracy and STEM activities, applying early skills in problem-solving, reasoning and exploration. • External support from the Early Years Team and Curriculum Support Officers (STEM and Numeracy) will be used to build capacity, model effective pedagogy, and provide feedback to inform next steps. •	
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ELC Action plan 3: Embed UNCRC in ELC practice through daily routines, language and planning

Intended outcome: By April 2026, children in ELC will experience a stronger sense of belonging, respect and agency, as all staff embed the UNCRC into daily language, routines and planning—making children’s rights visible, understood and actively lived throughout the setting.			NIF link:1, 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)
• Embedding the UNCRC in daily practice ensures that children feel respected, included, and heard from the earliest stages of their learning journey. • Staff self-evaluation identified that a more consistent use of rights-based language and planning would better support children’s wellbeing and agency. • Strengthening this approach aligns with our whole-school commitment to achieving the Rights Respecting Schools Bronze Award, giving children a clear sense of their rights and how they are upheld in the setting.	• All ELC staff will participate in UNCRC refresher training to strengthen the use of rights-based language and practice. • Planning templates and floorbooks will be updated to explicitly reference relevant UNCRC articles. • Visual prompts and displays will be developed to support consistent and visible use of rights language across the setting. • Children’s voice will be incorporated into the design of the environment and daily routines through structured consultation opportunities	• Children will feel respected and valued as staff consistently promote UNCRC rights in daily routines and interactions. • Learners will develop a stronger sense of their rights and responsibilities, as planning and learning journals clearly document the rights being explored. • Children will confidently talk about their rights and demonstrate their understanding through play, conversations, and role modelling. • Parents will report a clearer awareness of their child’s rights being reflected in the setting, through visible language and	October: December: February: April:

• National and local guidance reinforces the importance of children understanding and experiencing their rights as part of a nurturing, inclusive curriculum.		inclusive communication practices. • Support from the Early Years Team will be used to model rights-based practice, review planning documentation, and support moderation of learning evidence related to children's rights.	
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Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	Continue with CYPIC/National Writing Programme to raise attainment in Writing across 1st and 2nd levels.	Teachers HT	- Pupil work samples, P&A data, and writing moderation demonstrate continued upward trends in writing attainment. - Professional dialogue during progress and attainment meetings.	Oct 2025 March '26 June 2026
2	Expand digital literacy across the curriculum to support learning, teaching and assessment.	Digital Learning Lead	- Online platforms analytics, pupil feedback, and QA observations confirm consistent and innovative use of digital tools. - Achieve Digital Wellbeing Award.	Dec 2025 April 2026 June 2026
3	Continue with implementation of SBCWay Curriculum.	HT Teachers	- Forward planning and peer observation cycles show increasing alignment with SBCWay frameworks. - SBC Progression pathways	Dec 2025 April 2026
4	Continue to develop our key Universal and Targeted support strategies.	HT SfL Teacher Teachers	- SfL records, feedback from parents, pupil voice and observations show positive impact on wellbeing and engagement. - ACEL data and termly tracking will show progress and amended interventions. - NSA testing.	Oct 2025 Feb 2026 April 2026/ May 2026
ELC				
1	Embed literacy- and numeracy-rich environments aligned with SBCWay in ELC.	EYO	- Observations and floorbooks show improved environments; learners access print, number, and sensory-rich areas. - SBC environmental audit tools utilised, actioned reviewed regularly and amended if needed. - EYT key messages and feedback.	December 2025

2	Continue strengthening outdoor learning spaces with parent involvement.	ELC Outdoor Lead	• Risk assessments and pupil feedback confirm frequent, safe, and enriching use of outdoor spaces. • EYT key messages and feedback.	Dec 2025 April 2026
3	Continue peer coaching and shared reflection to strengthen responsive interactions in ELC.	ELC Team	• Peer observation logs and staff reflections show increasingly skilled, sensitive adult-learner interactions. • EYT feedback.	Oct 2025 April 2026 May 2026

Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	Is our Curriculum Rationale aligned with emerging priorities? Launch whole-school consultation and audit. Revisit rationale with updated input on equity, UNCRC and outdoor learning.	HT	March 2026	
2	How can we overcome financial barriers to ensure high quality provision for children with ASN? Audit resource allocation and identify targeted ASN funding and training priorities. Plan PEF-linked actions.	HT, SfL Teacher	April 2026	
3	How can play pedagogy and project-based learning be used more consistently to support curricular outcomes? Trial integrated planning in P1–4 and P5–7. Collate teacher reflections, learner voice and attainment snapshots.	HT & All Staff	May 2026	