



Stow Primary School Improvement Plan

2026-27



INTRODUCTION - School Improvement Planning 2026/27

This document outlines our identified priorities for Session 2026/27, 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 2025/26. For more information on our performance, see our School Improvement Report June 2026.



Areas for Improvement 2026-27

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	- Strengthen consistent assessment and learner understanding through SBCWay approaches. - Implement the SBCway P1 Writing Bundle to strengthen consistency in early writing pedagogy, progression and assessment.	- Continue embedding the Stow PS Learning, Teaching and Assessment Toolkit. - Continue moderation, professional dialogue and peer observation approaches. - Improve learner understanding of next steps in learning. - Engage with SBCway/CYPIC Writing Part B to strengthen consistency in writing pedagogy, assessment evidence, moderation and professional judgement.	Develop more consistent approaches to tracking progress across wider curricular areas including Science, Social Studies, Expressive Arts and Drama.
Inclusive practices	Implement the <i>We Were Expecting You</i> programme across the school to strengthen staff understanding of autism and improve consistent neuro-affirming practice for autistic learners and learners requiring additional support.	- Continue embedding rights-based language and inclusive classroom approaches. - Staff will continue to use CIRCLE approaches alongside learning from the <i>We Were Expecting You</i> programme to reduce barriers to participation and support inclusive learning environments. - Continue targeted wellbeing and ASN supports.	How can learner voice further shape inclusive practice and wellbeing?

		• Strengthen inclusive learning and teaching through the effective use of digital accessibility tools and features, ensuring all learners can access, engage with and participate fully in learning. • Embed LGBT Inclusive Education more consistently within curriculum planning and learning experiences. • Deliver LGBT Inclusive Education workshops for P6 and P7 learners. • Progress towards RRSA Silver Award.	
Curriculum	• Develop learner profiling, meta-skills and learner agency using My World of Work and the national Meta-skills Progression Framework. • Embed explicit teaching, reflection and discussion of meta-skills across learning from ELC–P7.	• Continue embedding CPA approaches, MAGMA Maths and progression pathways. • Develop spatial reasoning approaches across P4–P7 to strengthen visualisation, reasoning, problem-solving and confidence in Numeracy and STEM contexts. • Continue embedding the Stow PS Outdoor Learning Framework to support applied, interdisciplinary and STEM learning. • Continue providing opportunities for learners to explore the world of work and future pathways through visits, visitors, STEM activities and community partnerships, helping	• How can learners more confidently recognise, articulate and apply their meta-skills across different contexts?

		them recognise and develop their meta-skills.	
Leadership		• Continue collaborative planning, moderation, learning walks and professional dialogue to support improvement across the school. • Use planned CLPL and collegiate sessions to reflect on the impact of meta-skills, STEM/spatial reasoning, P1 writing and neuro-affirming practice. • Strengthen collaborative evidence review so staff can identify what is improving learner engagement, inclusion, progress and attainment.	• How can improvement priorities remain manageable during staffing instability?
Early Learning & Childcare	• Strengthen early Numeracy and problem-solving through play. • Strengthen tracking and monitoring approaches to evidence children's progress over time and identify next steps in learning.	• Further embed meta-skills, STEM and UNCRC within responsive planning • Continue Story of the Week and play-based learning approaches. • Continue strengthening meaningful partnerships with families through shared learning and communication approaches. • Continue embedding nurturing, rights-based and responsive approaches which support children to feel safe, secure and included. • Continue developing consistent routines and high-quality interactions to support children's emotional regulation, independence and wellbeing.	• How can progression in skills and learning dispositions be evidenced more effectively in play?

		• Continue developing high-quality outdoor and woodland learning experiences which promote independence, resilience and problem solving.	
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Action plan 1: Strengthen consistent assessment and learner understanding through SBCWay approaches

Intended outcome: By June 2027, most learners across P1–P7 will confidently explain their progress, strengths and next steps in Literacy, Numeracy and Health and Wellbeing. Writing attainment will be maintained or improved from the May 2026 baseline, with targeted learners demonstrating measurable progress from individual starting points.			NIF link: 3, 4, 5
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)
• Baseline attainment data shows that 84.7% of learners are currently on track or beyond in writing, with 37.4% of learners requiring additional support on track or beyond. This indicates the need to strengthen consistency in writing pedagogy, assessment, moderation and targeted support. • Learner conversations identified that many children are not yet consistently able to explain their progress or identify clear next steps in learning. • Across some stages, learners experience inconsistency in assessment and feedback approaches, impacting confidence and understanding of progression.	• Staff will engage with the SBCWay Curriculum Team to develop shared understanding of SBCWay assessment approaches, new assessment matrices, progression pathways and moderation guidance. • SBCWay assessment matrices will be introduced progressively within Literacy and Numeracy to strengthen consistency in planning, assessment, moderation and professional judgement. • Staff will engage with SBCway/CYPIC Writing Part B to strengthen consistency in writing pedagogy, assessment evidence, moderation and professional judgement.	• Whole-school writing attainment will be maintained or improved from 84.7% to at least 87% on track or beyond, with targeted learners, including those requiring additional support, demonstrating measurable progress through moderated writing evidence and tracking data. • Most learners will confidently discuss their progress, strengths and next steps in learning. • Learners across stages will experience more consistent assessment, feedback and moderation approaches which support confidence and understanding of learning.	October: December: February: April:

• Tracking evidence indicates that some learners requiring additional support are not always identified early enough through consistent assessment approaches. • Most learners are increasingly confident engaging in self- and peer-assessment activities; however, approaches are not yet consistently embedded across all stages. • In wider curricular areas, approaches to tracking progress are not yet sufficiently consistent to clearly evidence children's achievements and progression.	• Collegiate moderation, learner conversations and formative assessment approaches will be used consistently across the school to improve learner understanding of progress and next steps. • Quality assurance activities, including learning walks, jotter reviews and moderation, will monitor consistency and impact across stages. • Digital tools and learner reflection approaches will support learner ownership, assessment evidence and communication with families. • Staff will strengthen consistent approaches to tracking progress across core curricular areas.	• Most learners will demonstrate increased independence and engagement during self- and peer-assessment activities. • Tracking data and learner profiling evidence will demonstrate clearer progression, attainment and learner ownership across core curricular areas. • Learners requiring additional support will be identified earlier and supported through more consistent assessment and tracking approaches. • Learning observations and quality assurance activities will demonstrate increased consistency in assessment and feedback approaches across the school.	
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Action plan 2: Develop learner profiling, meta-skills and learner agency

Intended outcome: By June 2027, most learners across P1–P7 will confidently recognise, discuss and apply meta-skills across a range of learning contexts. Learners will demonstrate increased ownership of learning by identifying their strengths, achievements and next steps. Across P4–P7 collectively, Numeracy attainment will be maintained or improved, with at least 85% of learners on track or beyond. Within this, P4 Numeracy will improve from the May 2026 baseline of 71.5%, and targeted learners will demonstrate measurable progress in visualisation, reasoning and problem-solving.			NIF link: 1, 3, 4, 5, 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)
• P4–P7 Numeracy data shows that attainment is broadly positive, with 85% or more learners on track or beyond in P5, P6 and P7; however, P4 Numeracy is currently 71.5%, indicating the need to strengthen visualisation, reasoning and problem-solving approaches across P4–P7. • Learner consultations identified that many children are not yet consistently able to recognise or articulate the skills they are developing through learning experiences. • Learner voice and evidence from STEM, outdoor learning and interdisciplinary experiences show that learners are increasingly engaged when they can apply skills in meaningful, practical contexts;	• Staff will introduce learner profiling approaches using My World of Work for P4–P7 and the national Meta-skills Progression Framework across ELC–P7. • Meta-skills will be explicitly taught, modelled and discussed progressively from ELC–P7. • Spatial reasoning approaches will be developed across P4–P7 to support visualisation, reasoning, problem-solving and confidence in Numeracy and STEM contexts. • Planned whole-school learning sessions will provide opportunities for STEM, outdoor learning, thinking skills and interdisciplinary learning. • Staff will continue embedding the Stow PS Outdoor Learning	• Most learners will confidently discuss the meta-skills they are developing across different learning contexts. • Learners will increasingly demonstrate collaboration, creativity, communication, resilience and problem solving independently. • P4–P7 learners will demonstrate increased confidence in using visualisation, reasoning and problem-solving strategies within Numeracy and STEM learning. • Most learners will engage confidently in learner reflection, self-assessment and profiling activities. • Learner conversations and profiling evidence will	October: December: February: April:

however, these skills are not yet consistently recognised, discussed or profiled across stages. • Approaches to learner profiling and skills reflection are not yet sufficiently consistent across the school. • Children benefit from opportunities to apply learning through STEM, outdoor learning and collaborative problem solving. • Learners preparing for transition benefit from increased understanding of their achievements, strengths and transferable skills.	Framework to support applied learning, wellbeing and learner engagement. • Learners will regularly reflect on and discuss the skills they are developing through collaborative and applied learning experiences. • Quality assurance activities, learner conversations and profiling evidence will monitor consistency and impact across stages.	demonstrate improved understanding of strengths, achievements and next steps. • Most learners will demonstrate increased confidence and engagement during STEM, outdoor learning and interdisciplinary learning experiences. • Learner voice will demonstrate increased understanding of how skills support future learning, life and work.	
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Action plan 3: We Were Expecting You — neuro-affirming practice

Intended outcome: By June 2027, most learners will experience reduced barriers to participation, increased feelings of safety and belonging, and improved engagement in school life. Learners will demonstrate improved access to learning, communication, regulation and positive relationships across classrooms, shared spaces and wider school routines.			NIF link: 1, 2, 3, 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)
• A high proportion of learners at Stow Primary School require additional support, including a significant number of autistic learners. • Some autistic learners and learners requiring additional support experience barriers to participation, communication, regulation and engagement across the school day. • Learners benefit when adults use consistent, predictable and neuro-affirming approaches across classrooms, shared spaces and wider school routines. • Self-evaluation and the School Improvement Report identify that CIRCLE and neuro-affirming approaches are developing, but learners do not yet experience	• All teaching and non-teaching staff will complete a baseline confidence self-evaluation before training begins. • Staff will engage in the <i>We Were Expecting You</i> programme as part of the SBC/cluster approach to strengthening neuro-affirming practice. • The SBC Inclusion and Wellbeing Team and Autism Outreach Teachers will support implementation through professional guidance, advice and follow-up support where appropriate. • Following training, staff will identify and apply agreed changes to classroom practice, learning environments and interactions with learners.	• Most autistic learners and learners requiring additional support will experience a more consistent, neuro-affirming environment across classrooms, shared spaces and wider school routines. • Learner voice, where appropriate, will indicate increased feelings of safety, belonging, inclusion and participation. • Most autistic learners will experience reduced barriers to communication, regulation, participation and engagement. • Observations will show learners accessing learning more confidently through predictable routines, supportive interactions and adapted environments. • Learning walks and professional dialogue will evidence specific changes to classroom practice,	October: December: February: April:

these approaches consistently across all settings. • Variability in staff confidence and understanding can affect how consistently learners' needs are recognised and responded to. • Neuro-affirming practice has been identified as a cluster priority to improve autistic learners' experiences of school, including their sense of safety, belonging, participation and inclusion. • The <i>We Were Expecting You</i> programme will support all teaching and non-teaching staff to develop shared understanding and approaches so that autistic learners experience more consistent support across the school.	• The HT will monitor implementation through professional dialogue and learning walks. • Staff will complete a repeat confidence self-evaluation in June 2027 to measure impact and identify next steps.	learning environments and staff interactions. • All teaching and non-teaching staff will complete the <i>We Were Expecting You</i> professional learning, with any staff joining mid-session supported to access training materials and engage with the agreed whole-school approach. • Staff confidence self-evaluation will show measurable improvement from baseline to June 2027.	
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Action plan 4: Improving P1 writing attainment

Intended outcome: By June 2027, all Primary 1 learners will experience consistent, high-quality explicit teaching of writing using the SBCway Writing Bundle. P1 writing attainment will be maintained at a minimum of 75% on track or beyond, with all learners demonstrating clear progress through the writing continuum from individual starting points.			NIF link: 3, 4, 5 High levels of achievement and attainment Highly skilled teachers and school leaders Inclusive and relevant curriculum and assessment
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)
• Baseline attainment data shows that 75% of P1 learners are currently on track or beyond in writing. When learners requiring additional support are excluded, 100% of P1 learners are on track or beyond. • Inconsistent approaches to teaching early writing across classes/settings • Need for greater clarity in progression through the writing continuum • Staff confidence varies in delivering explicit teaching approaches (e.g. modelling, oral rehearsal, scaffolding) • Need to strengthen links between phonics, drawing, and writing to support early composition.	• All P1 teachers will attend the P1 Writing Launch (August 2026) • Cluster Lead HTs will support school engagement with the approach across their cluster • Staff will attend twilight sharing and development sessions • Implementation of the SBC Writing Bundle • Use ELC transition data to identify starting points • Track progress across the writing continuum • Regularly review attainment data to inform next steps • Ensure all learners access predictable, structured writing experiences	Outcome Measures (Attainment) • At least 75% of P1 learners will be on track or beyond in writing by June 2027. • Learners requiring additional support will demonstrate measurable progress from individual baselines through targeted support, writing continuum evidence and teacher professional judgement. Process Measures (Teaching & Learning) • Evidence of consistent use of Writing Bundle structure (Talk & Draw / Talk & Write) • Staff feedback evidences increased confidence in teaching writing	October: December: February: April:

• The P1 cohort is small, so individual learner progress is significant and percentage data must be interpreted carefully.		• Learner voice shows increased engagement and confidence in writing Balance Measures • Writing attainment improves without negatively impacting: • Learner engagement • Breadth of curriculum • Staff workload	
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ELC Action plan 1: Strengthen early Numeracy and problem-solving through play

Intended outcome: By June 2027, most children in the ELC will demonstrate increased confidence, curiosity and independence in early Numeracy and problem-solving through high-quality play experiences. Children will increasingly apply Numeracy, reasoning and problem-solving skills independently across indoor, outdoor and real-life learning contexts.			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)
• Most children engage most positively in practical, active and play-based Numeracy experiences. • Some children require increased opportunities to revisit, consolidate and apply Numeracy skills through meaningful, real-life contexts. • Most children demonstrate increased confidence and engagement when Numeracy is embedded within play, outdoor learning and child-led experiences. • Variability in Numeracy language, questioning and challenge can impact children's progression and confidence across the setting.	• Staff will continue embedding high-quality Numeracy and problem-solving experiences across indoor, outdoor and woodland learning environments. • Numeracy experiences will be planned progressively using SBC progression pathways and Realising the Ambition guidance. • Staff will model and develop Numeracy language, reasoning and problem-solving through play, routines and real-life learning experiences. • Staff will work with the SBC Early Years Team to support the development of high-quality play-based Numeracy, STEM and problem-solving experiences. • Play-based STEM and outdoor learning opportunities will support	• Most children will increasingly use mathematical language confidently during play, investigations and daily routines. • Children will increasingly apply Numeracy and problem-solving skills independently across play and real-life learning contexts. • Most children will demonstrate increased confidence, curiosity and engagement during Numeracy and STEM learning experiences. • Observations and floorbooks will demonstrate increased reasoning, problem solving and mathematical thinking during play and investigations. • Most children will demonstrate resilience, creativity and collaboration when exploring challenge and solving problems.	October: December: February: April:

- Tracking and monitoring approaches require further development to ensure children's progress and next steps are clearly identified and supported over time. - Current tracking and monitoring approaches require further development to ensure children's starting points, progress and next steps in early Numeracy, mathematical language, reasoning and problem-solving are clearly identified and supported over time.	- curiosity, creativity and collaborative learning. - Skilled questioning, responsive planning and high-quality interactions will support children to revisit, consolidate and extend learning. - Baseline evidence from observations, floorbooks, learning journals and staff professional dialogue will be gathered in August/September 2026 to identify children's starting points in early Numeracy, mathematical language, reasoning and problem-solving.	- Tracking evidence and learner voice will demonstrate increased enjoyment, confidence and progression in Numeracy learning over time. - Progress will be reviewed in November, February and May/June using observations, floorbooks, learning journals, tracking evidence and learner voice to demonstrate progression from baseline in early Numeracy, reasoning and problem-solving.	
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ELC Action plan 2: Strengthen evidence of children's progress over time and next steps in learning

Intended outcome: By June 2027, most children in the ELC will demonstrate clear progress across learning, wellbeing and development. Children will increasingly experience responsive and personalised learning which reflects their strengths, interests and next steps, leading to improved confidence, continuity and progression over time.			NIF link: 1, 3, 4, 5
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)
- Most children are highly engaged in play-based learning experiences; however, progression is not yet consistently evidenced across all areas of learning. - Some children are not yet consistently supported through clearly identified and responsive next steps in learning. - Variability in tracking and monitoring approaches can impact how effectively children's progress and developmental needs are identified over time. - All children benefit most when observations, floorbooks and learning conversations are used consistently to inform meaningful interactions, challenge and support.	- Staff will develop more consistent approaches to tracking and monitoring children's progress across all curricular areas. - Planning documentation and tracking systems will strengthen links between observations, Experiences and Outcomes, responsive planning and next steps in learning. - Floorbooks, observations, learning journals and learner conversations will be used consistently to evidence progression over time. - Responsive planning meetings and moderation activities will support professional dialogue and consistency in professional judgement. - Staff will work with the SBC Early Years Team to strengthen tracking,	- Most children will experience increasingly personalised and appropriately challenging learning experiences matched to their needs and interests. - Most children will demonstrate clear progress over time across learning, wellbeing and development. - Children will increasingly build upon prior learning through responsive next steps identified during play and interactions. - Children requiring additional support or challenge will be identified earlier and supported more effectively. - Observations, floorbooks and learning journals will demonstrate children increasingly applying	October: December: February: April:

• Consistent tracking and monitoring approaches are needed to support continuity, progression and transitions across the ELC.	observation and assessment approaches, ensuring children's progress and next steps are evidenced consistently over time. • Digital approaches, including Showbie and photographic evidence, will support assessment evidence and communication with families. • Tracking systems will increasingly support continuity, progression and effective transitions within ELC and into Primary 1. • A baseline review of current tracking, observations, floorbooks, learning journals and planning documentation will be completed in August/September 2026 to identify how consistently children's progress and next steps are evidenced across learning, wellbeing and development.	skills and knowledge across different learning contexts. • Tracking evidence and professional dialogue will demonstrate increased consistency in identifying and responding to children's next steps in learning. • Tracking reviews in November, February and May/June will show clearer evidence of children's progress over time, next steps in learning and responsive planning from baseline.	
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Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	Continue embedding the Stow PS Learning, Teaching and Assessment Toolkit through moderation, professional dialogue, peer observation and learning walks.	HT / All teaching staff	• Learning walks and observations demonstrate consistent use of agreed pedagogy across stages. • Most learners can explain what they are learning and identify next steps. • Collegiate moderation activities demonstrate increased consistency in professional judgement. • Staff professional dialogue increasingly focuses on learner progress and evidence-informed practice. • Most learners experience greater consistency in learning, teaching and assessment approaches across the school.	November 2026 January 2027
2	Continue embedding formative assessment, feedback and learner conversations to support learner understanding of progress and next steps.	HT / All staff	• Most learners confidently discuss strengths, achievements and next steps. • Increased learner participation in self- and peer-assessment activities. • Learner voice demonstrates improved understanding of progress and targets. • Learning observations demonstrate consistent use of formative feedback strategies. • Most learners demonstrate increased confidence and ownership of learning.	December 2026 April 2027
3	Continue embedding rights-based, inclusive and neuro-affirming approaches aligned to RRSA, LGBT Inclusive Education and the CIRCLE framework.	HT / PST/ All teaching staff	• Rights-based and inclusive language visible across learning environments.	Ongoing May 2027

			• Learner voice, wellbeing evidence and intervention reviews demonstrate that learners feel safe, respected, included and increasingly confident participating in school life. • Most learners demonstrate positive relationships and understanding of diversity, equality and children's rights. • Learning environments increasingly reflect neuro-affirming approaches. • RRSa evidence supports progression towards Silver Award.	
4	Continue targeted wellbeing and ASN supports to improve engagement, inclusion and participation.	HT / All staff	• Learners requiring support are identified early and supported appropriately. • Most targeted learners demonstrate improved confidence, participation and engagement. • Wellbeing tracking demonstrates positive outcomes for targeted learners. • Family feedback indicates improved communication and support. • Most learners experience a nurturing and supportive learning environment.	October 2026 December 2026 April 2027
5	Strengthen inclusive learning and teaching through the effective use of digital accessibility tools and features, ensuring all learners can access, engage with and participate fully in learning.	HT / Sfl Teacher/ All Staff	• Digital accessibility tools and features are used consistently to support learners' access to learning. • Learners requiring additional support demonstrate increased engagement, independence and participation in learning activities. • Learning observations and professional dialogue evidence effective use of accessibility tools to reduce barriers to learning. • Staff self-evaluation, professional dialogue and learning observations demonstrate increased confidence and consistency in using digital accessibility features to meet learners' needs. • Learner voice and wellbeing evidence indicate that learners feel included, supported and able to participate fully in learning. • Targeted learners show improved access to curriculum experiences through the use of appropriate digital supports.	Ongoing April 2027

6	Continue embedding CPA approaches, MAGMA Maths, progression pathways, spatial reasoning and applied Numeracy approaches across the curriculum.	HT / All staff	• Most learners demonstrate increased confidence and independence in Numeracy. • Learning observations demonstrate consistent use of CPA approaches and mathematical language. • Learners increasingly use visualisation, reasoning and problem-solving strategies confidently in Numeracy and STEM contexts. • Learners increasingly apply Numeracy skills across real-life and interdisciplinary contexts. • Tracking data demonstrates continued progress in Numeracy attainment and engagement. • Most learners demonstrate increased confidence in reasoning and problem-solving.	Ongoing
7	Continue providing opportunities for learners to explore the world of work and future pathways through visits, visitors, STEM activities and community partnerships, helping them recognise and develop their meta-skills.	HT / Outdoor Learning Lead (RL)/ All staff	• Learners can discuss how skills developed through school relate to future learning, life and work. • Learners demonstrate increased confidence in identifying and applying meta-skills across different contexts. • Educational visits, visitors and community partnerships provide meaningful real-life learning experiences. • Learner voice demonstrates increased awareness of future pathways and aspirations. • Profiling evidence shows learners increasingly recognising and recording their skills, achievements and strengths.	April 2027
8	Use planned CLPL, moderation and professional dialogue to evaluate the impact of improvement priorities on learner engagement, inclusion, progress and attainment.	HT / All teaching staff / ELC staff where relevant	• Staff reflections from planned CLPL demonstrate changes to practice in meta-skills, STEM/spatial reasoning, P1 writing and neuro-affirming approaches. • Professional dialogue and moderation evidence show staff evaluating impact on learner confidence, engagement, progress and participation. • Learner voice, observations, assessment evidence and tracking information are used to identify what is working well and what needs adjusted.	Ongoing; evidence review April 2027

			• Staff collaboration supports manageable, evidence-informed improvement without creating additional workload.	
ELC				
1	Continue embedding meta-skills, STEM and UNCRC within responsive ELC planning and play pedagogy.	ELC staff/EYT	• Most children increasingly discuss and apply skills through play and learning experiences. • Observations and floorbooks demonstrate increased problem solving, collaboration, creativity and independence. • Children increasingly demonstrate understanding of rights and responsibilities through daily interactions and play. • Responsive planning consistently reflects children's interests, voice and next steps. • Most children demonstrate increased confidence and engagement during STEM and investigative play experiences.	April 2027
2	Continue strengthening nurturing, responsive and rights-based approaches within the ELC.	ELC Staff	• Most children demonstrate confidence, belonging and positive relationships within the setting. • Children increasingly demonstrate independence, emotional regulation and resilience. • Observations demonstrate consistently nurturing interactions and responsive support across the ELC. • Most children feel safe, respected, included and listened to within their learning environment. • Family feedback and learner voice demonstrate positive wellbeing and engagement.	Ongoing
3	Continue developing meaningful partnerships with families through shared learning and effective communication approaches.	ELC staff/HT	• Family feedback demonstrates increased understanding of children's learning and development. • Increased participation in Stay and Play and shared learning opportunities.	Ongoing

			• Learning journals, Showbie and communication approaches support regular sharing of progress and achievements. • Families report feeling informed, welcomed and involved in children's learning experiences. • Most children benefit from increased consistency between home and ELC learning experiences.	
4	Continue developing high-quality outdoor and woodland learning experiences within the ELC.	EYT/ ELC staff/ Outdoor Learning Lead	• Most children confidently engage in outdoor and woodland learning experiences. • Children increasingly demonstrate resilience, creativity, curiosity and problem-solving skills outdoors. • Outdoor learning observations demonstrate high levels of engagement, independence and collaboration. • Most children increasingly apply skills across indoor, outdoor and real-life learning contexts. • Learner voice demonstrates increased enjoyment, confidence and wellbeing through outdoor learning experiences.	April 2027

Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	Develop more consistent approaches to tracking progress across wider curricular areas including Science, Social Studies, Expressive Arts and Drama.	HT / All teaching staff	April 2027	• Audit current approaches to tracking wider curricular areas across the school. • Explore how SBCWay assessment approaches and progression pathways could support consistency across wider curriculum areas. • Trial manageable approaches to profiling and evidencing progression in selected curricular areas. • Gather learner voice and staff feedback to evaluate effectiveness and workload implications. • Identify opportunities to strengthen interdisciplinary links and skills progression across the curriculum.
2	How can learner voice further shape inclusive practice and wellbeing?	HT / Pupil groups	April 2027	• Review current learner participation opportunities across the school and ELC. • Explore approaches to strengthening pupil leadership, consultation and co-construction within inclusive practice. • Use learner wellbeing conversations and surveys to identify areas for improvement. • Develop opportunities for learners to contribute to decisions about wellbeing, inclusion and school improvement. • Evaluate how learner voice influences classroom environments, relationships and support approaches.
3	How can learners more confidently recognise, articulate and apply their meta-skills across different contexts?	HT / All staff	June 2027	• Continue embedding the national Meta-skills Progression Framework across learning. • Explore consistent approaches to learner reflection, profiling and skills language across stages. • Evaluate the impact of My World of Work profiling and

				interdisciplinary learning experiences on learner confidence and articulation of skills. • Develop opportunities for learners to apply and discuss skills across STEM, outdoor learning and collaborative contexts. • Gather learner voice evidence to identify how confidently children can transfer and explain skills across learning contexts.
4	How can improvement priorities remain manageable during staffing instability?	HT	Ongoing	• Review improvement planning approaches regularly to ensure priorities remain realistic and achievable. • Continue prioritising high-impact improvement activity linked directly to learner outcomes. • Strengthen collegiate approaches, shared planning and clear systems to support continuity across staffing changes. • Monitor staff wellbeing and workload through professional dialogue and self-evaluation activities. • Ensure induction and support processes help new staff engage quickly with school priorities and approaches.
ELC				
1	How can progression in skills and learning dispositions be evidenced more effectively in play?	ELC staff/ EYT	April 2027	• Explore approaches to evidencing progression in creativity, problem solving, resilience and collaboration through play-based learning. • Review how floorbooks, observations and learning journals capture children's skills and dispositions over time. • Develop shared understanding of progression in play pedagogy through professional dialogue and moderation activities. • Strengthen links between observations, responsive planning and next steps in learning. • Evaluate how effectively children can demonstrate and apply skills across indoor, outdoor and child-led learning experiences.