

School Improvement Report



2025-26

Review of Progress 2025-26

Context of the setting

Stow Primary School is a small rural primary school situated in the village of Stow in the Scottish Borders. The school serves the village of Stow and the surrounding rural community. We currently have 65 children across Primary 1–Primary 7 and 27 children within our Early Learning and Childcare setting.

The school is organised into P1/2, P3-5 and P5-7 classes, reflecting the size and changing needs of the school roll. Our ELC setting provides early learning and childcare for children aged 3-5 years. Across the school and ELC, staff know children and families well, and relationships are a key strength of the setting.

Stow Primary has a caring, nurturing and inclusive ethos. Our school values are reflected through ON TRACK: Outstanding, Nurturing, Tolerant, Respectful, Achieving, Confident and Kind. These values support our shared expectations for learning, relationships and behaviour across the school community.

Over the past session, the school has continued to focus on improving outcomes for learners through developments in Numeracy, learning, teaching and assessment, inclusion and wellbeing, STEM, outdoor learning and ELC pedagogy. Staff have worked collegiately to strengthen consistency in approaches across the school, including the use of SBCWay guidance, progression pathways, moderation, learner voice and professional dialogue.

The school has experienced significant staffing challenges over the past two years. These have included long-term staff absence, changes in teaching staff and instability within the ELC team. This has affected continuity and consistency in some areas and has required significant leadership time to support induction, mentoring, coaching and day-to-day continuity for learners. Despite this, staff have remained committed to improvement and have continued to develop shared approaches to learning, teaching, assessment and inclusion.

Our learners benefit from a strong sense of community and increasing opportunities to learn through real-life, practical and outdoor contexts. Outdoor learning, STEM, digital technologies and wider community partnerships continue to enrich children's experiences. The school has also made positive progress in developing rights-based and inclusive practice, including achieving the Bronze Rights Respecting Schools Award and beginning work towards Silver.

Our self-evaluation evidence shows that most learners are engaged, confident and well supported. However, we recognise the need to continue strengthening consistency in assessment, learner understanding of next steps, meta-skills, profiling, tracking of progress and inclusive practice. These priorities are reflected in our School Improvement Plan for 2026–27 and build directly on the progress and evidence outlined in this report.

Priority 1 Learning, teaching, assessment.

1. Improve attainment in Numeracy and align practice with SBCWay Numeracy

How well are you doing? What's working well for your learners?

Most staff are confidently engaging with the SBC Numeracy Framework and progression pathways to support consistent planning, learning and teaching across the school. Staff collaboration and professional dialogue have strengthened consistency in pedagogy and expectations across stages.

Almost all learners are demonstrating increased confidence and independence in Numeracy. Learners are increasingly able to select appropriate concrete materials and digital tools independently to support their understanding and problem solving. The use of CPA approaches is becoming well embedded across most classes and learners are more confident discussing their mathematical thinking using appropriate vocabulary.

Digital learning tools, including Magma Maths, Sumdog and White Rose Maths, are supporting learner engagement, motivation and independence effectively. Most learners engage positively with digital Numeracy activities and are developing greater confidence using digital supports to reinforce learning.

Targeted interventions, including Fluency Bee, Success@Arithmetic and Power of 2, are supporting learners who require additional support with Numeracy. Staff report that most learners involved in interventions are showing increased confidence, participation and engagement during sessions.

Learning walks and professional dialogue indicate that most Numeracy lessons now include clear learning intentions and success criteria, opportunities for modelling, independent practice and formative assessment strategies aligned with SBCWay expectations

How do you know? What evidence do you have of positive impact on learners?

Staff observations, pupil voice and digital assessment evidence indicate positive progress in learner confidence, engagement and independence in Numeracy. Staff report that almost all learners are now more willing to use concrete materials and digital tools independently to support their learning.

Pupil voice gathered through discussions and engagement surveys shows that most learners enjoy Numeracy more and feel increasingly confident using mathematical vocabulary and explaining their thinking.

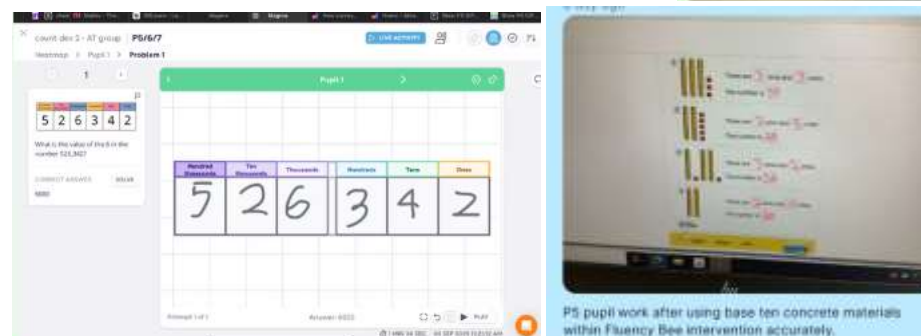
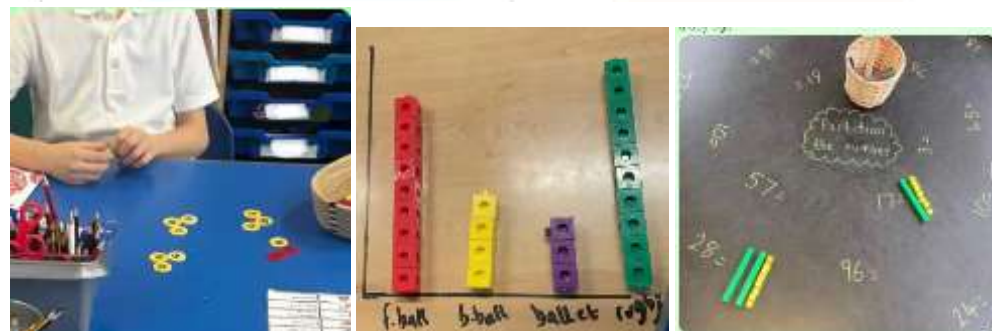
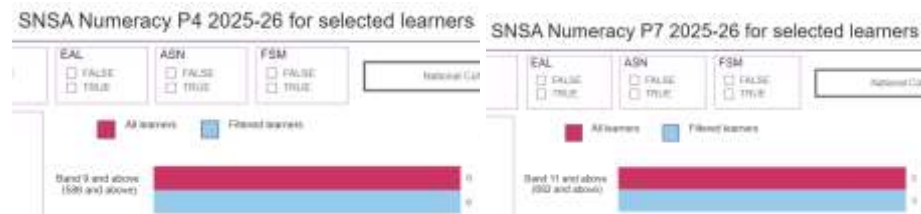
Digital evidence from Magma Maths demonstrates that learners are independently accessing place value charts, counters and visual supports to solve problems. Staff observations and photographic evidence also show learners confidently applying concrete materials to support number, data handling and problem-solving activities.

Most learners participating in interventions are making appropriate progress through Fluency Bee and Success@Arithmetic programmes. Staff note that learners are increasingly motivated to attend sessions and demonstrate greater confidence when tackling Numeracy tasks.

Learning walks and peer observations evidence a more consistent approach to Numeracy pedagogy across the school. Most staff are using agreed lesson structures and formative assessment approaches consistently.

Staff professional discussions also indicate increased confidence in using progression pathways, moderation processes and shared approaches to Numeracy teaching.

The results from SNSA in Numeracy show that all P1, P4 and P7 learners are on track or beyond expected levels in Numeracy.



P1	All Pupils (n = 4)					Including ASN (n = 1)					Excluding ASN (n = 3)							
Subject		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	50.0%	25.0%	75.0%	100.0%	-25.0%	ASN	0.0%	0.0%	0.0%	100.0%	-100.0%	end	66.7%	33.3%	100.0%	100.0%	+0.0%
Writing	All	0.0%	75.0%	75.0%	100.0%	-25.0%	ASN	0.0%	0.0%	0.0%	100.0%	-100.0%	end	0.0%	100.0%	100.0%	100.0%	+0.0%
Listening & Talking	All	0.0%	75.0%	75.0%	100.0%	-25.0%	ASN	0.0%	0.0%	0.0%	100.0%	-100.0%	end	0.0%	100.0%	100.0%	100.0%	+0.0%
Numeracy	All	0.0%	75.0%	75.0%	100.0%	-25.0%	ASN	0.0%	0.0%	0.0%	100.0%	-100.0%	end	0.0%	100.0%	100.0%	100.0%	+0.0%

P2	All Pupils (n = 12)					Including ASN (n = 2)					Excluding ASN (n = 10)						
Subject	Beyond	On Track	Total	Stretch Aim	Diff	Beyond	On Track	Total	Stretch Aim	Diff	Beyond	On Track	Total	Stretch Aim	Diff		
Reading	All	95.7%	83.4%	100.1%	100.0%	+0.1%	ASN	50.0%	50.0%	100.0%	100.0%	+0.0%	end	10.0%	90.0%	100.0%	+0.0%
Writing	All	95.7%	83.4%	100.1%	100.0%	+0.1%	ASN	50.0%	50.0%	100.0%	100.0%	+0.0%	end	10.0%	90.0%	100.0%	+0.0%
Listening & Talking	All	95.7%	83.4%	100.1%	100.0%	+0.1%	ASN	50.0%	50.0%	100.0%	100.0%	+0.0%	end	10.0%	90.0%	100.0%	+0.0%
Numeracy	All	95.7%	83.4%	100.1%	100.0%	+0.1%	ASN	50.0%	50.0%	100.0%	100.0%	+0.0%	end	10.0%	90.0%	100.0%	+0.0%

P3	All Pupils (n = 11)					Including ASN (n = 2)					Excluding ASN (n = 9)						
Subject	Beyond	On Track	Total	Stretch Aim	Diff	Beyond	On Track	Total	Stretch Aim	Diff	Beyond	On Track	Total	Stretch Aim	Diff		
Reading	All	9.1%	72.7%	81.8%	75.0%	+6.8%	ASN	0.0%	0.0%	0.0%	75.0%	-75.0%	end	11.1%	88.9%	100.0%	+25.0%
Writing	All	9.1%	72.7%	81.8%	75.0%	+6.8%	ASN	0.0%	0.0%	0.0%	75.0%	-75.0%	end	11.1%	88.9%	100.0%	+25.0%
Listening & Talking	All	9.1%	81.8%	90.9%	100.0%	-9.1%	ASN	0.0%	0.0%	0.0%	100.0%	-100.0%	end	11.1%	100.0%	111.1%	+11.1%
Numeracy	All	9.1%	81.8%	90.9%	87.5%	+3.4%	ASN	0.0%	0.0%	0.0%	87.5%	-87.5%	end	11.1%	100.0%	111.1%	+23.6%

P4		All Pupils (n = 7)						Including <u>ASN</u> (n = 2)						Excluding <u>ASN</u> (n = 5)					
Subject			Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	28.6%	57.1%	85.7%	66.7%	+19.0%	ASN	0.0%	50.0%	50.0%	66.7%	-16.7%	excl.	40.0%	60.0%	100.0%	66.7%	+33.3%	
Writing	All	28.6%	42.9%	71.5%	66.7%	+4.8%	ASN	0.0%	0.0%	0.0%	66.7%	-66.7%	excl.	40.0%	60.0%	100.0%	66.7%	+33.3%	
Listening & Talking	All	28.6%	71.4%	100.0%	66.7%	+33.3%	ASN	0.0%	100.0%	100.0%	66.7%	+33.3%	excl.	40.0%	60.0%	100.0%	66.7%	+33.3%	
Numeracy	All	28.6%	42.9%	71.5%	66.7%	+4.8%	ASN	0.0%	0.0%	0.0%	66.7%	-66.7%	excl.	40.0%	60.0%	100.0%	66.7%	+33.3%	

P5	All Pupils (n = 20)						Including ASN (n = 6)						Excluding ASN (n = 14)					
Subject		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	0.0%	100.0%	100.0%	87.5%	+12.5%	ASN	0.0%	100.0%	100.0%	87.5%	+12.5%	excl.	0.0%	100.0%	100.0%	87.5%	+12.5%
Writing	All	0.0%	85.0%	85.0%	81.3%	+3.8%	ASN	0.0%	50.0%	50.0%	81.3%	-31.3%	excl.	0.0%	100.0%	100.0%	81.3%	+18.8%
Listening & Talking	All	0.0%	95.0%	95.0%	93.8%	+1.3%	ASN	0.0%	100.0%	100.0%	93.8%	+6.3%	excl.	0.0%	100.0%	100.0%	93.8%	+6.3%
Numeracy	All	0.0%	85.0%	85.0%	81.3%	+3.8%	ASN	0.0%	50.0%	50.0%	81.3%	-31.3%	excl.	0.0%	100.0%	100.0%	81.3%	+18.8%

P6		All Pupils (n = 8)						Including ASN (n = 3)						Excluding ASN (n = 5)					
Subject			Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	50.0%	37.5%	87.5%	88.9%	-1.4%	ASN	0.0%	66.6%	66.6%	88.9%	-22.3%	excl.	80.0%	20.0%	100.0%	88.9%	+11.1%	
Writing	All	0.0%	75.0%	75.0%	77.8%	-2.8%	ASN	0.0%	33.3%	33.3%	77.8%	-44.5%	excl.	0.0%	100.0%	100.0%	77.8%	+22.2%	
Listening & Talking	All	0.0%	87.5%	87.5%	88.9%	-1.4%	ASN	0.0%	66.7%	66.7%	88.9%	-22.2%	excl.	0.0%	100.0%	100.0%	88.9%	+11.1%	
Numeracy	All	25.0%	62.5%	87.5%	77.8%	+9.7%	ASN	0.0%	100.0%	100.0%	77.8%	+22.2%	excl.	40.0%	40.0%	80.0%	77.8%	+2.2%	

P7	All Pupils (n = 3)						Including ASN (n = 0)						Excluding ASN (n = 3)					
Subject		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	0.0%	100.0%	100.0%	100.0%	+0.0%	n=0	-	-	-	100.0%	-	excl.	0.0%	100.0%	100.0%	100.0%	+0.0%
Writing	All	0.0%	100.0%	100.0%	100.0%	+0.0%	n=0	-	-	-	100.0%	-	excl.	0.0%	100.0%	100.0%	100.0%	+0.0%
Listening & Talking	All	0.0%	100.0%	100.0%	100.0%	+0.0%	n=0	-	-	-	100.0%	-	excl.	0.0%	100.0%	100.0%	100.0%	+0.0%

Numeracy	All	0.0%	100.0%	100.0%	100.0%	+0.0%	n=0	-	-	-	100.0%	-	excl.	0.0%	100.0%	100.0%	100.0%	+0.0%
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Whole School	All Pupils (n = 65)						Including <u>ASN</u> (n = 16)						Excluding <u>ASN</u> (n = 49)					
Subject		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff		Beyond	On Track	Total	Stretch Aim	Diff
Reading	All	16.9%	75.4%	92.3%	87.0%	+5.3%	ASN	6.2%	62.5%	68.7%	87.0%	-18.3%	excl.	20.4%	79.6%	100.0%	87.0%	+13.0%
Writing	All	7.7%	77.0%	84.7%	83.7%	+1.0%	ASN	6.2%	31.2%	37.4%	83.7%	-46.3%	excl.	8.2%	91.9%	100.1%	83.7%	+16.4%
Listening & Talking	All	7.7%	86.1%	93.8%	93.1%	+0.7%	ASN	6.2%	68.7%	74.9%	93.1%	-18.2%	excl.	8.2%	91.9%	100.1%	93.1%	+7.0%
Numeracy	All	10.8%	77.0%	87.8%	85.8%	+2.0%	ASN	6.2%	43.7%	49.9%	85.8%	-35.9%	excl.	12.2%	87.8%	100.0%	85.8%	+14.2%

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on further strengthening Applied Numeracy across the school to ensure learners can confidently apply their Numeracy skills in meaningful, real-life contexts. We will continue to align learning, teaching and assessment with the SBCWay Numeracy framework, ensuring progression pathways, CPA approaches and shared pedagogical expectations are used consistently across all stages. Staff will engage in an ongoing curriculum improvement cycle focused on Numeracy. Through moderation, learning walks, learner voice and collaborative reflection, staff will evaluate the impact of approaches and refine practice to improve outcomes for learners. This will support greater consistency in Numeracy pedagogy and ensure improvement approaches are sustainable and evidence-informed. We will further develop opportunities for learners to apply Numeracy through interdisciplinary learning, outdoor learning, STEM activities and practical real-life contexts. Each class will provide at least one high-quality applied Numeracy experience per term to

strengthen learners' understanding of how Numeracy connects to everyday life and future learning.

Most staff will continue to develop learners' mathematical vocabulary, reasoning and problem-solving skills through Number Talks, questioning and collaborative learning approaches. We will further embed learner self- and peer-evaluation strategies, ensuring learners increasingly reflect on their confidence, strategies and next steps in Numeracy. Given the high number of learners requiring additional support, we will continue to strengthen differentiation and adaptive teaching approaches to ensure almost all learners are appropriately supported and challenged. This will include the continued use of targeted interventions, flexible groupings and personalised supports.

We will continue to embed the effective use of digital technologies, including Magma Maths, Sumdog and White Rose Maths, alongside concrete materials and visual representations to support conceptual understanding, retrieval practice and independent learning. Staff will increasingly use digital analytics and assessment evidence to identify gaps in learning and inform next steps.

Moderation and collegiate planning opportunities will continue to be prioritised to strengthen professional confidence and ensure consistent, reliable professional judgements in Numeracy across the school.

2. Develop Stow PS Learning, Teaching and Assessment Toolkit/Framework

How well are you doing? What's working well for your learners?

Most staff are confidently engaging with the Stow PS Learning, Teaching and Assessment Toolkit and are using agreed approaches consistently to support high-quality learning experiences across the school. Through collegiate planning, moderation and professional dialogue, staff have developed a clearer shared understanding of effective pedagogy and classroom practice aligned with SBCWay and Curriculum for Excellence expectations.

Almost all learners now experience more consistent approaches to learning, teaching and assessment across stages. Agreed features of effective lessons, including clear learning intentions and success criteria, retrieval practice, modelling, questioning, formative assessment and opportunities for reflection, are becoming increasingly embedded within most classes. Learners benefit from consistent classroom routines and expectations which support readiness to learn, engagement and independence.

Most learners are increasingly able to explain what they are learning and why they are learning it. Staff report that learners are more engaged and confident during lessons and are responding positively to active learning, collaborative learning and digital approaches. The use of Showbie and other digital tools across most stages has supported learner independence, accessibility and communication with families.

Most staff are developing greater confidence in delivering agreed teaching strategies outlined within the toolkit. Professional dialogue and peer collaboration are increasingly supporting consistency in pedagogy and shared expectations across the school. Staff are increasingly reflective and evaluative in considering the impact of learning and teaching approaches on outcomes for learners.

How do you know? What evidence do you have of positive impact on learners?

Learning walks, peer observations and quality assurance activities evidence a more consistent approach to learning, teaching and assessment across most classes. Classroom observations confirm that agreed components of the toolkit, including visible learning intentions and success criteria, retrieval practice, modelling and formative assessment strategies, are routinely evident in practice.

Most learners demonstrate increased engagement, independence and confidence during lessons. Pupil voice gathered through discussions and classroom reflections indicates that learners feel clearer about expectations and increasingly understand what they are learning. However, a significant minority of learners reported that they are not always clear about their next steps in learning or how to improve further. This has been identified as an area for continued development across the school.

Almost all staff are using Showbie effectively to support digital learning, feedback and communication with families. Digital evidence demonstrates that learners are increasingly independent in accessing resources, responding to feedback and reflecting on their progress.

Professional dialogue during moderation activities and tracking meetings demonstrates increased staff confidence in planning, assessment and professional judgement. Collegiate moderation and shared planning activities have strengthened consistency in expectations across stages, particularly within Literacy and Numeracy. Staff feedback and Padlet reflections indicate that most staff feel the toolkit has improved clarity, consistency and shared understanding of effective teaching practice.

Peer observations and collaborative reflection activities demonstrate that staff are increasingly engaging in reflective practice and continuous improvement. Staff are more confident identifying effective strategies and adapting approaches to better meet learners' needs.

L.I. To understand division as sharing and grouping.

Success Criteria:

- I can share objects equally into groups.
- I can make equal groups of a given size.
- I can recognise the difference between sharing and grouping.
- I can use division sentences to represent problems.
- I can explain my thinking using models or counters.

L.I. To find common factors.

Success Criteria:

- I can find the factors of numbers.
- I can identify common factors of two numbers.
- I can use factor lists or diagrams to help me.
- I can find the greatest common factor.
- I can explain how I know factors are common.



L.I: We are learning to find a percentage of an amount.

SC:

- I know % means out of 100.
- I can find simple percentages of a number.
- I can use models or known facts to help me.
- I can explain my thinking.

Stow Primary School | Classroom practice: Numeracy and Mathematics lesson expectations

TEACHING STRATEGY	LESSON EXPECTATIONS FOR ALL PRACTICE	HIGHERLY EFFECTIVE PRACTICE
ROUTINE ESTABLISHED	- Mathematical routines are explained and modelled. - Learners use CPA resources when prompted. - Relevant tasks are used regularly.	- Routines are explicitly taught, practised and reinforced. - Learners independently select appropriate representations (concrete, pictorial, abstract). - Classroom culture reflects belief that all learners can succeed in maths and mistakes are valued.
WHOLE CLASS STARTER TASK	- Relevant tasks model prior learning. - Whole class share key systems used (e.g. whiteboards). - Mathematical vocabulary reinforced. - Accessible for all.	- Purposeful tasks which promote critical thinking and the ability to make connections. This could include creative tasks which provide high levels of engagement and interest. - Learners could collaborate with peers in groups or in using 'thinker's' groups to discuss thinking and reasoning. - Relevant tasks model conceptual understanding, not just recall. - Questions deliberately surface misconceptions. - All learners justify answers using precise mathematical language.
REVIEW OF PRIOR KNOWLEDGE AND LEARNING	- Use range of effective questioning strategies to establish prior knowledge and understanding from previous learning. - Offer whole class responses - every child thinking (answering every question e.g. whiteboards, digital tools such as Showbie, Showbie, Plickers, Quizizz etc). - Build and respond to learner responses. - Formative assessment strategies evident.	- Highlight, where appropriate, multiple relevant real-world examples, making relevant links to the world of work. - Use a range and variety of formative assessment approaches, including digital approaches such as Showbie, Showbie, Plickers, Quizizz etc. - Refer to any learning that has previously been shared (e.g. writing wall, Showbie). - Maximise any anticipated and achieved previously. - Learners articulate connections between prior concepts and new learning. - Use questions used to determine readiness to move forward.
FOCUS FOR LEARNING	- Share L.I and SC, orally and/or visually and/or digitally (ensuring unknown links between the two). - SC should be broken down into steps within the concept. This should be linked to prior learning. - Learners can explain the success criteria using appropriate vocabulary and clearly understand what they need to do to be successful. - Refer to SC throughout the lesson. Feedback directly linked to SC and SC should be revisited during the plenary for the learners and practitioner to identify success. - Vocabulary is explicitly taught.	- Share L.I and SC, if appropriate provide opportunities for learners to engage in SC through effective questioning building on prior knowledge. - SC should be consistently referenced throughout the lesson and feedback with effective examples and both L.I and SC should be actively revisited during the plenary to highlight and identify success. - L.I emphasises deep conceptual understanding. - SC include measuring and representation (e.g. 'I can prove...'). - Success criteria are co-constructed through discussion of strategies.
SHARING LEARNING INTENTIONS AND SUCCESS CRITERIA	- Using the progression pathway, practitioners must have a good understanding of how the new learning relates to a particular concept or skills effectively move the learning forwards. - Include an engaging stimulus e.g. a visual, video, story, PowerPoint. - Use of modelling (I do, we do, you do). - CPA approach evident. - Provide clear explanations of facts and knowledge. - Provide interactive opportunities for learners to engage during the presentation of new learning. - Present new material in small steps. - Formative assessment and questioning strategies are evident.	- Encourage the real world where appropriate. - A variety of types of modelling strategies are used. - Provide clear and detailed explanations and representations of facts and knowledge. - Allow for collaborative time for learners to share their thinking with peers. - Present new material at the appropriate pace for the wide range of learners. - The use of a variety of formative assessment strategies, including varied questioning techniques such as target and diagnostic questions to check for understanding, address misconceptions and determine key next steps. - Deliberate variation strengthens conceptual understanding. - Multiple representations are compared and connected. - Diagnostic questioning informs immediate adaptation. - Learners evaluate why methods work.
PRESENTATION OF NEW INTENDED LEARNING		

Stow PS SIP 2025–26 – Staff Self-Evaluation

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on continuing to embed the Stow PS Learning, Teaching and Assessment Toolkit consistently across all stages to ensure high-quality, equitable learning experiences for all learners. Staff will continue to use SBCWay and Curriculum for Excellence exemplification materials to support planning, moderation and high-quality pedagogy. We will strengthen our curriculum improvement cycle through ongoing professional enquiry, structured reflection, reflection, moderation, peer observations and learning walks. Staff will continue to evaluate the impact of agreed approaches and use evidence from classroom practice, learner voice and assessment information to refine and improve pedagogy. This will support continuous improvement and greater consistency in learning, teaching and assessment across the school.

A key priority next session will be ensuring learners have a clearer understanding of their next steps in learning. Staff will continue to strengthen formative assessment, feedback, learner conversations and self-evaluation approaches so that almost all learners are able to identify what they need to do to improve and articulate themselves as learners with increasing confidence.

We will also develop a clearer whole-school approach to meta-skills and skills for learning, life and work. Explicit teaching of meta-skills will be planned progressively from ELC to P7 and allocated within weekly timetables across the school. Staff will strengthen links between classroom learning, skills development and real-life contexts to help learners better understand themselves as learners and develop confidence in applying their skills across the curriculum.

P4–P7 learners will use *My World of Work* profiles regularly to record achievements, reflect on strengths and identify skills they are developing through school and wider achievements. This will support learner reflection, profiling and skills progression.

Given the high number of learners requiring additional support, we will further develop adaptive teaching and differentiation approaches to improve access, participation and progress for all learners. Staff will continue to prioritise inclusive practice, flexible approaches and targeted supports to ensure almost all learners are appropriately challenged and supported within high-quality universal provision.

Peer observations, moderation and collaborative professional learning opportunities will continue to support quality assurance, reflective practice and shared understanding of effective pedagogy across the school.

Digital learning approaches will continue to be embedded through the effective use of Showbie and other digital tools to enhance accessibility, learner independence, feedback and communication with families. Staff will continue to explore how digital technologies can support engagement, differentiation and high-quality learning experiences across the curriculum.

PRIORITY 2 Inclusion and Wellbeing

LGBT Inclusive Education – Stage 1: Journey

How well are you doing? What's working well for your learners?

Most staff have engaged positively with Inclusion and Wellbeing priorities across the school and are developing increasingly inclusive approaches to supporting learners. Staff have completed LGBT Inclusive Education Stage 1 and Stage 2 training and are beginning to embed inclusive education approaches more confidently within daily practice.

The school continues to promote a caring, nurturing and inclusive ethos where learners are known well as individuals by staff across the school community. Most learners benefit from supportive relationships, inclusive classroom environments and targeted interventions that aim to reduce barriers to learning and participation.

Targeted interventions, including Black Sheep social groups, fine and gross motor groups and differentiated support approaches, are supporting learners' wellbeing, confidence and engagement. Most staff are increasingly using adaptive teaching strategies and support approaches informed through professional learning, Educational Psychology input and ASN collaboration.

Most learners are engaging positively in opportunities that promote inclusion, equality, wellbeing and pupil leadership. Learners have participated in activities linked to online

safety, neurodiversity, respectful relationships and collaborative learning. Pupil leadership groups, including sports leaders, playground leaders, environmental officers and Rights Respecting groups, are contributing positively to the wider life of the school.

The school has successfully achieved the **Bronze Rights Respecting Schools Award (RRSA)** and has begun working towards achieving Silver accreditation. Rights-based approaches are increasingly embedded across the school through learner discussions, classroom displays, planning and pupil leadership opportunities. Learners are becoming more aware of their rights and responsibilities and are beginning to use the language of children's rights more confidently across the school.

Digital approaches are increasingly supporting inclusive practice across the school. The use of iPads and talk-to-text technology is reducing barriers to recording for learners requiring additional support and is improving confidence, independence and participation for most learners.

Wellbeing surveys, pupil voice and collaborative approaches are increasingly informing planning and support across the school. Most staff are reflective and responsive in adapting approaches to better meet learners' needs.

How do you know? What evidence do you have of positive impact on learners?

Staff observations, pupil voice and wellbeing discussions indicate that most learners feel safe, included and supported within the school environment. Learner feedback shows that most children feel known by adults in school and are able to identify trusted staff who can support them.

Wellbeing surveys and learner conversations demonstrate that most learners feel respected and included by staff and peers. A minority of learners continue to require targeted support to develop confidence, emotional regulation, social communication and participation, which has informed next steps for intervention planning.

Evidence gathered through intervention reviews, observations and learner discussions demonstrates improved confidence, participation and engagement for many learners involved in targeted support groups. Learners participating in fine motor, gross motor, social skills and Black Sheep groups are becoming increasingly confident in managing social situations, communication and learning tasks.

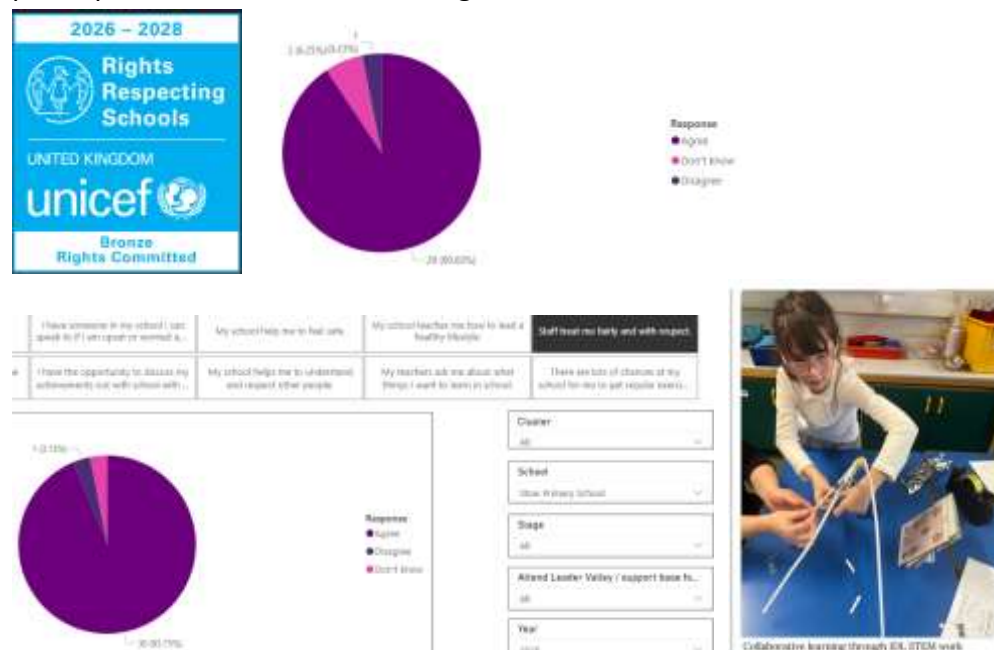
Learners are increasingly engaging positively with opportunities to discuss equality, diversity, neurodiversity and respectful relationships. Classroom activities, displays and discussions linked to LGBT Inclusive Education, online safety, neurodiversity and UNCRC rights have supported learner awareness and more inclusive language across the school.

Evidence from RRSA activities, class displays and pupil leadership groups demonstrates that learners are increasingly able to discuss children's rights and understand how these relate to everyday school life. Learners are beginning to make stronger links between rights, wellbeing, fairness, respect and positive relationships.

Observations and digital evidence show that assistive technologies, including iPads and talk-to-text, are reducing barriers to learning for learners requiring additional support. Staff report that these supports are improving learner confidence, independence and participation, particularly in written tasks.

Pupil leadership evidence demonstrates that learners are increasingly contributing to the wider life and improvement of the school. Sports leaders, playground leaders, environmental officers and Rights Respecting groups are supporting pupil participation, responsibility and wider achievement.

Professional dialogue and self-evaluation activities demonstrate that staff are increasingly confident in identifying barriers to learning and adapting approaches to meet learner needs. Staff engagement with Educational Psychology, ASD Outreach and CIRCLE approaches has strengthened inclusive practice and improved consistency in supporting learners' wellbeing, participation and access to learning.



He began to speak and said you need to help me. I need to find someone and it is a scientist, he trapped me, please help me. He has grey hair and he's strong and you are going to look like me. Everybody was shocked and everybody ran away from me when I was trying to speak to them. They were scared but you didn't run now I am very happy. Suddenly I came out of the big wall. I was small the person ran away now I'm going to kill all of the people who have been mean and they will never find the bodies and if they do, they will never find me because I am going to kill the police because they were going to try and kill me now I am going to take over the planet. I am so happy.

Suddenly the police got me. I got locked in jail for 500 years because I killed 200 people, but I escaped. I was running for my life but then the police caught up with me. Then I chopped off someone's head, and I did that so many times I lost count, but I chopped off 100 boys heads off and I went in jail for 5 billion years but then I escaped again.

Finally, I got caught I couldn't escape because they were watching me the whole time but then the police fell asleep and I escaped again and they couldn't find me because I was hiding in a house and I was running to the bedroom and I was holding in a knife and I killed someone.

The use of iPads with talk-to-text is supporting pupils with additional needs in writing by reducing barriers to recording ideas. It enables them to express their thoughts more easily, improving confidence, independence and the quality of their written work.



What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on continuing to strengthen inclusive practice and wellbeing approaches across the school to ensure all learners feel respected, included and supported to achieve success. Staff will continue to develop inclusive pedagogy through professional learning, collaborative enquiry and reflective practice.

Next session, we will begin to further develop our curriculum to ensure inclusive education is embedded more consistently across learning experiences and curriculum planning. Staff will strengthen opportunities for learners to explore equality, diversity, identity and respectful relationships in age-appropriate and meaningful ways across the curriculum.

P6 and P7 learners will participate in focused workshops linked to LGBT Inclusive Education and inclusion. These workshops will support learners' understanding of identity, equality, respectful relationships and inclusion, while promoting respectful language and behaviours across the school community.

As part of our Rights Respecting Schools journey, we will continue to embed UNCRC articles and rights-based approaches across learning and teaching as we work towards achieving the Silver Rights Respecting Schools Award. Staff will continue to strengthen learner understanding of rights, equality and inclusion through classroom practice, pupil leadership opportunities and school ethos.

We will continue to strengthen learner voice and wellbeing approaches across the school. Staff will ensure pupil voice increasingly informs intervention planning, wellbeing approaches and school improvement priorities. We will further develop profiling and wider achievement approaches to ensure all learners feel recognised, valued and included within the school community.

Given the increasing complexity of learners' needs, staff will continue to develop adaptive teaching strategies and targeted interventions to improve access, participation and progress for all learners. This will include continued collaboration with Educational Psychology, ASN services and partner agencies to support inclusive practice and learner wellbeing.

We will continue to build inclusive environments through rights-based approaches, wellbeing supports and accessible learning environments. Staff will further embed UNCRC and wellbeing approaches within planning and classroom practice to help learners better understand their rights, relationships and responsibilities within the school community.

PRIORITY 3 Leadership Begin to develop/introduce professional enquiry into practice.

How well are you doing? What's working well for your learners?

Most staff are engaging positively in STEM and Numeracy professional enquiry and are increasingly using evidence-informed approaches to improve learning and teaching. Staff have participated in collaborative professional dialogue, practitioner enquiry and CLPL activities linked to Numeracy, STEM and digital learning.

Most learners are benefiting from increasingly engaging and practical STEM learning opportunities across the school. Staff are embedding more problem-solving, investigative and collaborative learning experiences within classroom practice. Learners are regularly engaging in hands-on STEM tasks, digital learning opportunities and real-life contexts that support curiosity, creativity and resilience.

Most staff are making effective use of STEM and digital technologies to enhance learner engagement and participation. Learners are increasingly using technology to evidence learning, develop coding and problem-solving skills and engage in collaborative tasks. A pupil-led coding club and wider digital learning opportunities are supporting learner leadership, confidence and engagement.

Professional enquiry approaches are supporting staff confidence in evaluating and adapting practice. Most staff involved in enquiry projects report increased confidence in using research-informed strategies and collaborative reflection to improve learning experiences for pupils. Monthly professional discussions and collaborative enquiry approaches are strengthening consistency and reflective practice across the school.

Learners across most stages are benefiting from richer opportunities to apply Numeracy and STEM skills through interdisciplinary learning, outdoor learning and practical investigations. Staff are increasingly embedding engineering, design and problem-solving opportunities within classroom learning and play-based approaches.

How do you know? What evidence do you have of positive impact on learners?

Staff observations, pupil voice, Padlet evidence and photographic evidence demonstrate increased learner engagement, participation and enthusiasm during STEM and Numeracy learning experiences. Learners are increasingly willing to explore, investigate, test ideas and solve problems collaboratively.

Evidence gathered through practical STEM investigations, including boat building, coding, engineering challenges, science investigations and construction tasks, shows that most learners are developing confidence in applying problem-solving, teamwork, resilience and creativity skills. Learners are increasingly able to adapt their designs, evaluate outcomes and explain their thinking using appropriate vocabulary.

Pupil voice and staff observations indicate that most learners are more confident participating in STEM and applied Numeracy activities. Learners are increasingly able to discuss the strategies they use, describe challenges they have overcome and identify what they might change or improve next time. This demonstrates developing confidence, independence and reflective thinking.

Evidence from coding club, STEM workshops, collaborative IDL tasks and practical investigations shows increased learner participation in STEM-related learning across the school. Most learners engage positively with opportunities to apply Numeracy, digital and problem-solving skills in meaningful contexts.

Professional enquiry reflections demonstrate that staff are increasingly evaluating the impact of approaches on learner engagement, confidence and skill development. Staff are beginning to use observations, learner voice, photographs and assessment information more consistently to identify what is working well and what needs to be adapted.

Targeted Numeracy interventions, including Success@Arithmetic and small-group support, show positive impact for most learners involved. Staff report that learners are attending sessions positively, progressing through intervention modules and demonstrating increased confidence and independence when approaching Numeracy tasks.

Within ELC, evidence from floorbooks, observations, family engagement and STEM Nation Award activities demonstrates that children are increasingly curious, confident and independent during STEM-rich play experiences. Children are applying early Numeracy, problem-solving and collaborative skills through outdoor learning, loose parts play and investigations.





Practitioner Enquiry: Digital Technology, Outdoor Learning and Numeracy
How Digital Technology (STEM) Can Support and Enhance Outdoor Learning and Numeracy

1. Context and Rationale

Outdoor learning is recognised as an effective way to support learner engagement, wellbeing and motivation while providing real-life contexts for learning (Education Scotland, 2010; 2018). Numeracy skills such as measurement, estimation, data handling and problem-solving can be developed naturally through outdoor learning experiences.

Digital technology within STEM education can further enhance outdoor learning by helping learners collect, record and analyse information using a range of digital tools. Research suggests that the purposeful use of technology can support collaboration, problem-solving and learner engagement (OECD, 2015).

This practitioner enquiry will explore how digital technology can be used within outdoor learning to improve numeracy skills and pupil engagement within my First and Second Level class/stage within Curriculum for Excellence (CfE).

2. Focus of Enquiry

Key Enquiry Question

How can digital technology within STEM support and enhance outdoor learning experiences to improve numeracy?

Sub-Questions

- How does digital technology impact pupil engagement in numeracy?
- Which digital tools best support outdoor numeracy learning?
- How can outdoor STEM learning improve problem-solving skills?

The enquiry has been designed specifically for pupils working within First and Second Level of the Scottish Curriculum for Excellence (CfE), with learning experiences tailored to support progression in numeracy, STEM and digital learning.

3. Links to Curriculum and Policy

This enquiry links to:

- Curriculum for Excellence – Numeracy Across Learning
- Digital Technology Across Learning
- STEM Education



Pupils using apps to support mathematical problem solving

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on continuing to strengthen STEM and Numeracy professional enquiry approaches across the school to ensure learners benefit from high-quality, engaging and evidence-informed learning experiences. Staff will continue to engage in practitioner enquiry cycles involving planning, implementation, reflection and evaluation of impact on learners.

We will further embed practical, investigative and problem-solving approaches across Numeracy and STEM learning. Staff will continue to develop collaborative learning, outdoor learning and real-life STEM contexts to strengthen learner engagement, creativity and application of skills across the curriculum.

Most staff will continue to develop approaches to reasoning, mental agility and applied Numeracy through professional dialogue, moderation and collaborative enquiry. We will strengthen consistency in approaches to problem solving and investigative learning across stages.

Digital technologies and STEM resources will continue to be embedded to support creativity, coding, communication and mathematical problem solving. Staff will continue to explore how technology can enhance learner independence, engagement and evidence gathering.

We will improve approaches to recording and evidencing STEM learning through photographs, videos, learner voice and reflective discussions to better capture learner progress, skills development and application of learning.

Targeted interventions, including Success@Arithmetic and small-group Numeracy support, will continue to be reviewed and adapted to ensure approaches remain responsive to learner needs and support positive outcomes for learners requiring additional support.

Within ELC, staff will continue progressing work towards the STEM Nation Award and further develop STEM-rich learning environments through responsive planning, outdoor learning and family engagement opportunities. Staff will also strengthen links between STEM learning, Learning for Sustainability and UNCRC across planning and learning experiences.

Pupil Equity Funding 2025–26: Evaluation of Impact

In session 2025–26, Stow Primary School used Pupil Equity Funding to provide targeted additional support for identified learners affected by the poverty-related attainment gap and wider barriers to learning. Seven learners, representing approximately 12% of the school roll, were identified as being affected by poverty-related factors, including four targeted learners with additional support needs requiring focused intervention in Literacy and Numeracy. PEF was used to fund Additional Needs Assistant support and digital learning resources, including Sumdog, to provide regular, targeted intervention and support.

Targeted learners received focused input in Literacy and Numeracy through evidence-informed approaches including Colourful Semantics, Phonics Again, Stairway to Spelling, Stride Ahead, Word Wasp, Bug Club, Fluency Bee, Success@Arithmetic, MAGMA and Sumdog. Interventions were informed by baseline assessments, teacher professional judgement, diagnostic assessments, tracking data and ongoing review of individual targets. Progress was monitored through assessment evidence, weekly tracking, learner conversations, teacher feedback and observations of engagement and participation.

Evidence gathered through intervention reviews, classroom observations and professional dialogue indicates that most targeted learners made steady progress in Literacy and/or Numeracy and demonstrated increased confidence, engagement and participation in learning. Learners involved in targeted intervention were increasingly able to access class learning, use strategies with greater independence and participate more confidently in Literacy and Numeracy tasks. The use of targeted adult support, concrete materials, digital tools and regular review of progress helped to reduce barriers to learning and support more equitable access to the curriculum.

While progress has been positive, the school recognises that several targeted learners continue to require sustained support to close gaps in attainment and build confidence,

independence and resilience. Next session, PEF planning will continue to focus on targeted support for learners most affected by the poverty-related attainment gap, with clearer baseline and end-point measures used to evidence progress over time. Regular review points in November, February and May/June will continue to support monitoring, evaluation and adaptation of interventions to maximise impact for learners.

ELC Priority 1

ELC – Planning and Responsive Learning

How well are you doing? What's working well for your learners?

Most ELC staff are engaging positively with the development of a shared annual planning framework which is supporting greater consistency, progression and responsiveness across the setting. Staff have collaboratively developed annual planning overviews to ensure Experiences and Outcomes are covered coherently throughout children's ELC journey while still allowing flexibility for responsive planning based on children's interests and needs.

Most practitioners report that the shared planning framework has improved organisation, consistency and professional dialogue across the setting. Staff are increasingly confident in planning meaningful learning experiences linked to seasonal contexts, community opportunities and children's interests. The refreshed planning wall and accessible planning documentation are supporting collaboration and clarity for practitioners.

Children are benefiting from increasingly meaningful, engaging and responsive learning experiences. Staff are using observations more effectively to inform planning and extend children's learning through play, storytelling, outdoor learning and real-life experiences. Most children are highly engaged in learning experiences that reflect their interests and developmental needs.

Most practitioners are increasingly embedding responsive planning approaches and making stronger links between planning, observations and next steps in learning. The development of Story of the Week planning and forward-planned experiences has supported richer opportunities for literacy, communication and interdisciplinary learning.

Partnerships with families and the wider community are supporting children's learning experiences effectively. Parents are increasingly informed about learning through Showbie, Stay and Play sessions and shared planning communication. Community partnerships, including visits from the Fire Brigade, Tesco Community Champion, Childsmile and Mountain Rescue, have enriched learning experiences and strengthened real-life learning opportunities for children.

How do you know? What evidence do you have of positive impact on learners?

Floorbooks, observations, planning documentation and Showbie evidence demonstrate that children are engaging in increasingly meaningful and progressive learning experiences linked to planning themes and responsive interests. Staff observations show that most children are sustaining engagement for longer periods and demonstrating deeper involvement in play and learning experiences.

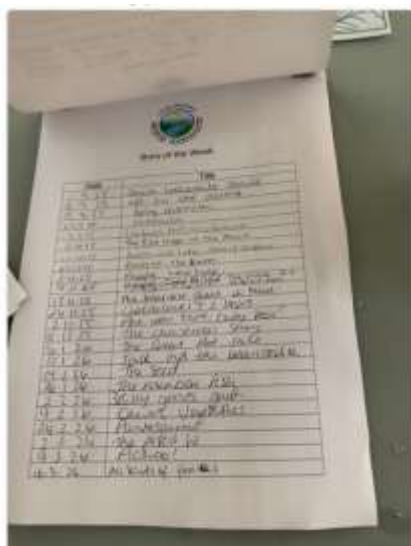
Most practitioners report that the annual planning overview has improved forward planning and organisation, allowing more time to focus on high-quality interactions, meaningful experiences and responsive learning opportunities. Staff feedback indicates increased confidence and clarity in understanding progression and coverage across the year.

Observations and learning conversations demonstrate that children are increasingly able to make connections between stories, play experiences and real-life contexts. Children are engaging

positively with outdoor learning, STEM provocations, role play and collaborative learning opportunities.

Evidence from Showbie and family engagement activities demonstrates increased parental awareness and engagement in children's learning. Families are increasingly accessing planning information and participating in home learning and Stay and Play activities. Feedback from families regarding Stay and Play sessions has been overwhelmingly positive, with staff responding to suggestions and adapting experiences accordingly.

Planning trackers and observations demonstrate improved awareness of Experiences and Outcomes coverage across the setting. Staff are increasingly using planning documentation and tracking systems to identify learning opportunities, progression and next steps for children. Photographic evidence and learning observations demonstrate high levels of engagement within STEM, outdoor learning and collaborative play experiences. Children are increasingly curious, creative and confident in exploring, investigating and problem solving through play



Our story of the week record.



Our refreshed planning wall.

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on continuing to embed consistent and responsive planning approaches across the ELC to ensure all children experience high-quality, meaningful and progressive learning opportunities. Staff will continue to refine planning documentation to strengthen links between observations, responsive planning and next steps in learning.

We will further develop collaborative planning approaches through more regular weekly planning meetings focused on learning experiences, resources, literacy opportunities and responsive next steps. Staff will continue to strengthen professional dialogue around progression, coverage and responsive pedagogy.

A key priority next session will be strengthening links between planning and UNCRC, Learning for Sustainability and STEM learning. Planning formats will be updated to include clear references to UNCRC Articles and Sustainable Development Goals to support children's understanding of rights, wellbeing and sustainability in meaningful contexts.

We will continue developing our Story of the Week approaches and core provision planning to ensure learning experiences are increasingly progressive, language-rich and responsive to children's interests and developmental needs. Staff will further develop provocations and learning environments to support curiosity, communication, creativity and independence.

As part of our ongoing STEM Nation Award journey, staff will continue to strengthen STEM-rich environments and experiences across the setting. We will continue to embed STEM through outdoor learning, play-based pedagogy, family engagement and responsive learning opportunities linked to children's interests.

Partnership working with families will remain a priority. Staff will continue to use Showbie, Stay and Play sessions and community partnerships to strengthen communication, parental engagement and shared understanding of children's learning and development.

Given staffing instability within the ELC over the past year, maintaining consistency in planning approaches and implementation will continue to be a key focus. Staff will prioritise shared expectations, accessible planning systems and collaborative approaches to ensure continuity and consistency for children across the setting.

PRIORITY 2 ELC – Numeracy, Maths and STEM

How well are you doing? What's working well for your learners?

Staff across the ELC are increasingly embedding Numeracy and STEM experiences into daily play and learning opportunities. A more structured and consistent approach to Numeracy and STEM is supporting children to develop curiosity, confidence, creativity and early problem-solving skills through meaningful play-based experiences.

The setting has made strong progress with the STEM Nation Award journey, with staff engaging positively in professional learning, collaboration and development of STEM-rich environments. Staff confidence and shared understanding of high-quality STEM and Numeracy pedagogy have increased through CLPL, collaboration and support from the STEM Development Officer.

Children are benefiting from rich STEM opportunities woven throughout the environment and daily experiences. Numeracy resources are embedded across learning areas, and children are engaging regularly in counting, measuring, construction, loose parts play, outdoor exploration and problem-solving experiences.

The introduction of a "focus number" approach has supported children's understanding and confidence in early numeracy concepts. Staff are embedding numeracy through stories, rhymes, games, snack experiences, digital technologies and outdoor play.

Family engagement has strengthened through STEM home learning activities, Showbie communication, Stay and Play sessions and family feedback opportunities. Parents are increasingly engaged in children's STEM learning experiences and have responded positively to opportunities to continue learning at home.

Staff are increasingly making meaningful links between STEM, Learning for Sustainability and UNCRC through responsive learning opportunities, outdoor learning and community partnerships. Visits, visitors and real-life contexts are enriching children's understanding and engagement in STEM learning.

How do you know? What evidence do you have of positive impact on learners?

Floorbooks, observations, photographs and Showbie evidence demonstrate high levels of engagement, curiosity and participation in STEM and Numeracy experiences. Children are increasingly confident in exploring, investigating, building, measuring and solving problems independently and collaboratively.

Observations show children sustaining engagement for longer periods during STEM provocations and construction play. Children are increasingly able to explain their thinking, adapt designs and problem solve through trial and error. Evidence from floating and sinking investigations, loose parts play and outdoor STEM learning demonstrates resilience, collaboration and creativity.

Planning documentation and learning journals demonstrate that Numeracy and STEM experiences are increasingly embedded throughout the ELC environment and daily routines. Staff are intentionally planning experiences linked to Experiences and Outcomes, STEM pathways and responsive interests.

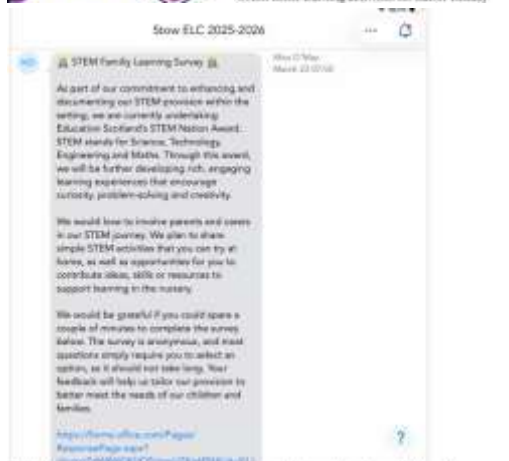
Evidence gathered for the STEM Nation Award demonstrates the quality and breadth of STEM experiences across the setting. Staff have successfully completed and submitted award elements, with positive feedback received from STEM development support.

Parental engagement evidence demonstrates increased family participation in STEM learning. Home learning tasks, STEM surveys, Stay and Play sessions and Showbie interactions show that families are increasingly involved in and aware of children's learning experiences. Feedback from families regarding STEM home learning and Stay and Play sessions has been overwhelmingly positive.

Learning observations show children confidently using mathematical language, counting, measuring and comparing through real-life and play-based experiences. Staff observations indicate improved confidence, independence and enthusiasm for STEM and Numeracy learning across the setting. Outdoor STEM resources and provocations have increased opportunities for investigation, experimentation and collaborative learning. Evidence from woodland learning, outdoor construction and exploratory play demonstrates children's growing curiosity and confidence in STEM learning experiences.



home learning shared and celebrated within ELC.



STEM family learning survey communicated to families through Showbie.



Overall, positive feedback on our Stay and play sessions

Excited Here 5/5/26 8:36AM

Stow Nursery Stay and Play (1-13)

XLSX - 11 KB

Feedback	Response	Date	By
1. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
2. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
3. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
4. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
5. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
6. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
7. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
8. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
9. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
10. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
11. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
12. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery
13. The children enjoyed the activities and the staff were very helpful.	Thank you for your feedback. We are glad to hear that the children enjoyed the activities and that the staff were helpful.	5/5/26	Stow Nursery

Positive feedbacks from our stay and play sessions. We listened and acted upon the feedbacks.



Excited Here 5/5/26 8:57AM



Outdoor block building supermarket, creating out a real shopping experience in life, nursery

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on continuing to embed high-quality Numeracy and STEM pedagogy consistently across the ELC through play-based and responsive learning approaches. Staff will continue to strengthen planning, environments and interactions to ensure STEM and Numeracy opportunities are meaningful, progressive and accessible for all learners.

We will continue to build on our STEM Nation Award journey and use feedback from submitted elements to further strengthen STEM provision across the setting. Staff will continue working collaboratively with the STEM Development Officer and Early Years Team to refine practice and develop sustainable STEM pathways for children.

A key priority will be further embedding Learning for Sustainability and UNCRC within STEM and Numeracy planning. Planning documentation will be updated to include explicit references to UNCRC articles and Sustainable Development Goals to strengthen children's understanding of rights, wellbeing and sustainability through meaningful contexts.

We will continue auditing and enhancing STEM and Numeracy environments to ensure children have consistent access to high-quality, open-ended resources that encourage creativity, inquiry and problem solving. Staff will further develop outdoor STEM learning opportunities, woodland experiences and loose parts provision to support exploration and investigation.

Staff will continue to strengthen family engagement through STEM home learning, Showbie communication, Stay and Play sessions and partnerships with the wider community. We will continue to seek funding opportunities and community partnerships to further enhance STEM learning experiences and resources.

We will also prioritise improving the recording and tracking of STEM learning through photographs, observations, pupil voice and floorbooks to better evidence progression, engagement and impact across the setting.

PRIORITY 3 ELC – Embedding UNCRC Through Daily Practice

How well are you doing? What's working well for your learners?

The ELC has made positive progress in embedding children's rights into daily routines, interactions and planning. Staff are increasingly using rights-based language consistently across the setting, helping children to develop a stronger understanding of respect, inclusion, wellbeing and belonging. Children are becoming more aware of their rights through stories, discussions, visual prompts and daily experiences. Staff have begun intentionally linking "Story of the Week" experiences to relevant UNCRC articles to help children understand their rights in meaningful and age-appropriate contexts.

UNCRC articles are increasingly visible throughout the setting through displays, flashcards, visual prompts and rights-based signage. Staff have created accessible resources, including rights cards

and displays, which encourage discussion and support children in recognising and understanding their rights independently.

The ELC environment reflects children's rights in practical ways. For example, Article 16 (Right to Privacy) has been embedded within toileting areas through signage and discussions to support children's understanding of dignity, privacy and respect.

Children's voice is increasingly influencing practice across the setting. Learners have contributed to reviewing the school vision, values and aims, supporting a stronger sense of participation and agency.

Staff understanding of UNCRC has continued to develop through professional discussion, collaboration and links made between children's rights and SSSC codes of practice. Staff are increasingly confident in embedding rights-based language within interactions and planning documentation.

How do you know? What evidence do you have of positive impact on learners?

Observations across the setting show children increasingly using rights-based language during play, conversations and routines. Children are beginning to recognise specific articles and can talk about fairness, kindness, privacy and safety in relation to their daily experiences.

Learning environments provide clear evidence of children's rights being embedded into practice.

Rights displays, visual prompts, flashcards and accessible texts such as *Let's Explore Our Rights* are used regularly to support children's understanding and engagement.

Planning documentation demonstrates that staff are beginning to intentionally incorporate relevant UNCRC articles into learning experiences and stories. Staff discussions and floorbook evidence show increasing confidence in making meaningful links between children's learning and their rights.

Children's engagement with visual rights prompts demonstrates growing awareness and curiosity.

Staff observations note that children regularly ask questions about the rights displays and use the portable rights flashcards independently during play and discussion.

Evidence from children's participation in reviewing the school vision, values and aims demonstrates that learners are increasingly developing a sense of voice, inclusion and belonging within the setting.

Staff observations and interactions demonstrate that children respond positively to rights-based language and consistent routines that promote inclusion, respect and emotional wellbeing.

Learning conversations increasingly reflect children's understanding of fairness, safety and respectful relationships.



Our ELC has a cupboard where medication is kept for safety reason out of rich. We put Article 24, Article 33 and Article 39 from UNCRC



We created in our ELC a wall with all relevant UNCRC for our children. We included a book "Let's explore our rights", which is easily accessible to children to explore.

Bold Ferret 5/5/26 8:21AM



We put signs up on each toilet door with Article 16 from UNCRC regarding privacy and how children can effectively use their right of privacy using the toilet.



We made flash cards with selected UNCRC that are relevant to our ELC setting. For an easy access we put them all in a small bundle for children to look through them and to identify the ones they already know.

What are you going to do now? What are your improvement priorities in this area?

Our next steps will focus on embedding the UNCRC more consistently and explicitly across all areas of ELC practice, planning and learning environments. Staff will continue to strengthen their use of rights-based language to ensure children's rights are visible, understood and actively lived throughout the setting.

Planning formats will be updated to include dedicated sections for UNCRC articles and Sustainable Development Goals to support consistent and intentional planning for children's rights. Staff will identify focus articles within each planning block to deepen children's understanding of rights relevant to their experiences and learning.

We will continue developing visual rights prompts and displays across the environment to ensure children can independently access and engage with rights-based resources during play and daily routines. Further opportunities for pupil voice and consultation will be embedded into planning and evaluation processes.

Staff will continue to strengthen links between UNCRC, wellbeing and Learning for Sustainability through stories, outdoor learning, responsive planning and community experiences. We will further support children to recognise how their rights connect to respect, inclusion, safety, equality and sustainability.

Professional learning and collaborative discussion around rights-based practice will continue to support consistency across the ELC team. Staff will continue working with the Early Years Team to review environments, planning documentation and learning evidence to ensure children's rights are meaningfully embedded across the setting.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good (4)	Very good (5)
2.2 Curriculum	Good (4)	Good (4)
2.3 Learning, teaching and assessment (Including digital)	Good (4)	Very good (5)
2.4 Personalised Support	Very good (5)	Very good (5)
3.1 Ensuring wellbeing, equity and inclusion	Good (4)	Good (4)
3.2 Raising attainment and achievement/ Securing children's progress	Good (4)	Good (4)

Our capacity for continuous improvement is: (highlight one)

Satisfactory/**good**/very good/excellent

Explain why?

Despite significant staffing challenges over the past two years, the school has continued to demonstrate a strong commitment to improvement and has maintained positive progress across key priorities.

There is clear evidence of effective self-evaluation, reflective practice and collegiate working. Staff have engaged positively with improvement priorities linked to Numeracy, learning, teaching and assessment, inclusion, STEM, outdoor learning and ELC development. The school has made good

progress in embedding more consistent approaches across learning and teaching, strengthening learner engagement and improving outcomes for children.

The School Improvement Report and School Improvement Plan show a clear and coherent improvement journey. Priorities for 2026–27 build directly on self-evaluation evidence and are focused on improving outcomes for learners.

However, staffing instability has affected continuity, consistency and the pace of implementation across some areas of the school and ELC. Further work is required to embed assessment approaches, learner profiling, meta-skills, wider curriculum tracking and ELC tracking consistently over time.

Overall, the school has a strong foundation for continued improvement, with committed staff, clear priorities and improving systems. Good is therefore the most accurate evaluation, as there are important strengths, while some aspects still require further development.