



Working together to improve outcomes for learners to be the best that they can be.

Standards & Quality Report 2025-2026

and

School Improvement Plan 2026-2027

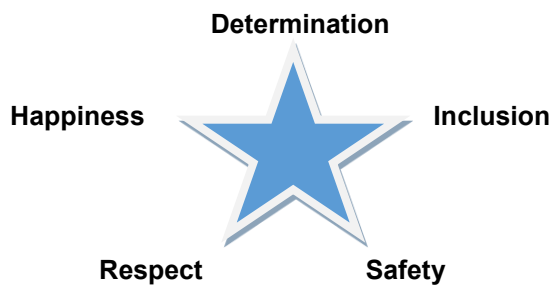
Our Vision:

At Sound Primary School, Children's rights are central to our practice and every child is encouraged to reach their full potential. Through working in partnership with children, families and our community we seek to provide a safe, welcoming environment where all of our learners are nurtured, respected, included and motivated to learn.

Our Aims:

To ensure children are at the centre of their learning, consulted in decision making and that experiences take account of their individual interests and needs.
To provide a safe, happy, nurturing and stimulating environment in which every child and all involved in their development will feel welcome, respected and valued.
To build a relevant, meaningful, progressive and balanced curriculum with high quality teaching and learning experiences that supports and challenges our learners.
To provide an environment that encourages positive and respectful relationships. Learners will be supported to understand and share their feelings, helping them to become more emotionally resilient whilst promoting responsibility, equity and equality in learning and life.
To ensure our self-evaluation processes are robust, inform improvement and consider the views of our whole school community.

Our Values:



Our Curriculum Rationale:

The teaching and learning at Sound Primary School focuses on high quality experiences that come together to improve outcomes for all. At Sound Primary School teaching and learning is enhanced through the local community and positive partnerships within it. There is a strong focus on improving attainment within Literacy, Numeracy and Health and Wellbeing through targeted support and encouraging a determination to succeed. Our local environment provides a meaningful context for application of teaching and learning. Through the development of knowledge and understanding as well as skills across the curriculum, our learners are responsible and confident individuals who can make informed choices that keep them safe, develops their resilience, helps them face challenges and allows them to be included and valued in their community. The development of skills for life and skills for work equips learners for their future.

Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

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

The seven strategic outcomes to be achieved are:

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

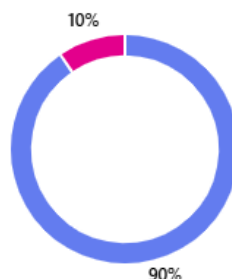
Collaboration and consultation with our stakeholders

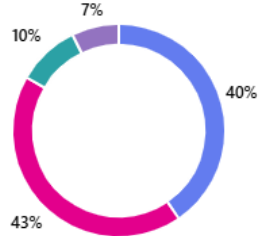
Results of stakeholder consultations should feed into the School Improvement Plan.

Who?	When?	How?	What did we find out?
Staff	Terms 1- 3	Self-evaluation and reflection of current practice; Education Scotland Learning to Read in the Early Years Padlet	• Need to review and renew texts across school to reflect pupil interests and be relevant. • Create comfy spaces for learners to enjoy reading and sharing • Purposeful print throughout the setting; universal symbols, exposure to print • Learners are encouraged to create their own texts • Staff model reading skills and use of print
	Term 2	Shetland Learners Standard for Learning, Teaching and Assessment	Teachers rated: My classroom climate for learning promotes curiosity and creativity as being: 66.7% occasional feature 33.3% regular feature
	Term 3	Moderation activities: FAM	• Listening and Talking teaching and learning is more varied. • Increased learner evidence of Listening and Talking progress and achievement
	Term 3 and 4	SIP Self-evaluation activities including Numeracy Project Posters	• Teachers identified the need for the Numeracy Project to become core business; Assessment calendar • Almost all learners made progress and were more secure in their knowledge and understanding of 'Number and Number processes' • Almost all identified stretch aims were met or exceeded • Reviewed existing assessment materials and agreed to trial PUMA Scotland maths assessments to support identification of gaps and future target setting in session 2026 27.
	Term 4	Teachers-STEM self-evaluation and improvement framework. Education Scotland	Teaching staff evaluated current practice in STEM to be SATISFACTORY across: • Q.I 2.3 Learning, Teaching and Assessment • Q.I1.3 Leadership of Change • Q.I 3.3 Creativity and Employability

	Term 4	Microsoft form SIP priorities for session 26/27. All staff	Majority of teaching and support staff identified STEM as a priority.
	Term 4	ELC staff self evaluation meetings and microsoft form.	- Embedding Incredible Years approaches has had the most impact on children's wellbeing; supporting regulation, emotional literacy and promoting positive behaviour - Identified intentional planning for events across the school calendar and developing creativity through STEM as priorities for action 26/27 - STEM and IY Leaders identified to share practice
Children and young people	Term 2	Pupil Focus Groups: HGIOURS Theme 2 Our Teaching and Learning	- Most learners felt that they are developing their talking and listening skills. - Most learners feel that teacher feedback helps them to know what they have done well and what they have to do to improve
	Term 3	Pupil Focus Group; Skills Development Scotland Meta Skills Self Evaluation: Innovation Creativity Learning Survey Creative Learning Networks Web	70% learners rated themselves as 5 or above for Creativity. 5 – <i>I am more confident using my imagination to think of new ways of doing things and sharing my ideas with others.</i> 40% learners unsure whether they were actively involved in their own learning. 40% learners shared they were not able to make their ideas become real. 60% Learners scored themselves 3 or below for 'Applying creativity.'
	Term 4	STEM Curriculum Week qualitative feedback-Assembly	<i>'This has been the best week ever! Can we do more STEM?'</i> <i>'I really liked Bee-Bots, it was fun coding them to draw.'</i> <i>'I had lots of exciting opportunities to problem solve and work as a team. My communication and collaboration skills have improved.'</i> <i>'I really like Science, it is fun.'</i> <i>'We were creative and made pictures with paint that played music.'</i> <i>'I learned about the important jobs that Engineers do.'</i> <i>'I enjoyed building Lego Land yachts and adding fans to make them move.'</i>

	Term 3	Pupil Focus Groups: Literacy and Numeracy	- Most learners at second level and the majority at first and early level are on track to achieve in Numeracy, demonstrating confidence in 'Number and Number processes.' - Most learners can share their next steps in learning within Listening and Talking - Most learners at second level and the majority at first level can read with fluency, discuss characters and can make predictions - Most learners can describe the types of texts that they enjoy and explain why.
	Across the Year	Qualitative feedback-Leadership Assemblies	- Almost all learners enjoy and value their leadership opportunities. - Almost all learners are confident at presenting to larger audiences. - Pupil voice determines leadership opportunities and improvements within school as well as celebrating and leading their learning and wider achievements.
	Term 4	ELC pupil focus group	- Almost all learners feel happy and safe at nursery - Almost all learners share that they get to choose what they want to play with - Almost all learners feel they get help from adults when they need it. - Almost all learners have opportunities to play outside and explore nature - Almost all learners have fun and learn new things at nursery. - Most learners feel listened to. - Most learners feel that they play and learn with their friends.
Parent and Carers	Across the year.	Parent Council 'Wow Wall'	'No Sound, No Party' was so much fun- the teachers looked like they had fun too! Thanks to everyone involved in keeping P5 settled and happy as they split into 2 classes this term! <i>Awesome staff!</i> Having P6s play games with the young ones was a big hit. Sounds like it was lots of fun to have someone lead group games and get the kids mixing with people they don't usually play with. Thank you to teachers and management for the time and effort that went into bringing in speakers for STEM week. It can't have been easy to coordinate but well worth the effort! Thank you for helping the bairns to grow into the amazing peerie folk they are. <i>Pupil comment: My teachers are kind to me if I'm sad or worried.</i> Had bairns at Sound School for 16 years and now at an end. Lovely school, great staff! I am always impressed with the art work my child does with her art teacher. It's obvious that there is communication between the teacher and children about the subject they are going to be working on and how the work is going to be done. We have some of her work up on her bedroom wall I'd like to say thank you to Mrs Nisbet and Mrs Simpson for STEM club and the enthusiasm they show for all things STEM. The buzz they generate is infectious and a great launch for the P7s heading to high school looking forward to studying STEM subjects.

			After school lego club was brilliant. They had great fun and lots of encouragement for their imagination, wish it could have been longer. Thank you to the staff who organised this. <i>My bairns have both commented on the fab drawings on the canteen whiteboard and how they look forward to seeing any new pictures.</i> A big thank you and well done to the nursery staff! The children are well looked after, happy, safe and everyone is welcomed with open arms. Your hard work does not go unnoticed. The parents and children really appreciate you. <i>Thank you for all your hard work throughout the year!</i> Thank you to everyone for always being so helpful.						
	Term 4	Microsoft form: SIP Priorities 26 27 Q.I 1.3 Leadership of Change	Developing creativity through STEM approaches and Raising Attainment in Listening and Talking as 2 priorities to be included for session 2026 27. Almost all Parents/carers felt that theirs and their children's experiences over the year reflected our school values and that our values were still relevant. <table><caption>Donut Chart Data</caption><tr><th>Category</th><th>Percentage</th></tr><tr><td>Blue</td><td>90%</td></tr><tr><td>Pink</td><td>10%</td></tr></table> <i>'My children know the values and I feel the school weave theses through their communications, curriculum and events really well. I know what Sound stands for which means it works well.'</i> <i>My child has a very fulfilling experience at school. They enjoy the work that they do and the activities that are provided. I am very proud of how caring and considerate they are and their school experience plays a large part in that.</i>	Category	Percentage	Blue	90%	Pink	10%
Category	Percentage								
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Pink	10%								

	Across the year	Q.I 3.2 Attainment and Achievement Q.I 2.3 Teaching and Learning ELC Question of the month – Microsoft form	Almost all parents/carers felt that they had been kept informed of their child's progress and next steps?  Parents/Carers identified increased opportunities for STEM and Outdoor Learning as the two the best ways to improve curiosity and creativity in teaching and learning.  ● increased opportunities for STEM ● increased outdoor learning ● increased opportunities for play based approaches throughout the school ● working in partnership to promote My World of Work • Most feel that ELC indoor spaces are very good or excellent at supporting creativity, curiosity and inquiry. • Majority feel that ELC outdoor spaces are very good at supporting creativity, curiosity and inquiry. • Almost all parents/carers feel that meeting three times across the session to discuss their child's progress is the right amount • Less than half use the Nursery Blog • Developing creativity through STEM was identified as a top priority for 26/27 • All felt that question of the month had allowed them to contribute to Nursery self-evaluation across the year. • All felt that P1 transition activities had prepared them and their child for the change and rated this as 6.
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Community and other stakeholders	Ongoing Terms 1-4	Electronic school visitor feedback Feedback from community partners – qualitative feedback	• Most visitors rate their experiences in school as 'excellent' in relation to our school values • Respectful pupils contributing positively to life of wider community. • Strong sense of community • continue to work in partnership: Environmental Health – safe/clean environments. Nominated for Keep Scotland Beautiful Award. Young People Are Awesome Lerwick.mp4 Local businesses to develop STEM skills A Place in Childhood: Living Well Lerwick Plan – Priorities for Improvement A Place in Childhood speaks to pupils at Anderson High School and Sound Primary School to produce Interim Children and Teenagers' Living Well Locally Plan for Lerwick plan LPA – environmental awareness. conservation and sustainability Sound School Pupils Help Lerwick Port Authority Project Take Root Lerwick Port Authority Intergenerational opportunities: social and curriculum links: Sharing learning and experiences: Literacy STEM IDL H&Wb
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Working together to improve outcomes for learners to be the best that they can be.

Standards & Quality Report 2025-2026

Progress made with the priorities from the current school improvement plan

Priority 1: Improving attainment in Numeracy: Number and Number Processes focus for Numeracy Project.			
What were our outcomes? By June 2026: 75% learners will be on track to achieve Early Level Numeracy 73% learners will be on track to achieve First Level Numeracy 81% learners will be on track to achieve Second Level Numeracy. Continue to Increase teacher confidence in the analysing and understanding assessment data and quality improvement methodology to support an increase in Numeracy attainment across Early, First and Second level. By March 2026 baseline assessments will have been completed and stretch aims at Early, First and Second Level will have been identified: Continue to Increase teacher confidence in the analysing and understanding assessment data and quality improvement methodology to support an increase in Numeracy attainment across Early, First and Second level. By March 2026 baseline assessments will have been completed and stretch aims at Early, First and Second Level will have been identified:	What did we do? Improving Numeracy Outcomes Project Primary 1-7: Class Teachers used Improvement Methodology to set measurable aims within Numeracy. Teaching aims identified using a Pareto chart. Run Chart data informed planning. Shared specific and differentiated success criteria for CfEx Numeracy to assess pupil knowledge, skills and understanding as well as supporting next steps for learning and teaching. Class teachers used Run Charts to identify achievement of class aims and embed learning. Run chart data identified new targets for Numeracy or Time and when to introduce these. - Learners complete numeracy/time calculations 3-5 times per week - Short teaching and learning activities – 15 minutes working and 5 minutes to check - Teacher input aligned to stretch aim - Assess and feedback against Success Criteria - Learners involved throughout; explaining their thinking, self/peer assessing - Share and celebrate successes - Teachers created Improving Numeracy Outcomes posters to share improvements	What was the impact on learners? Explicit success criteria support learners to know what they need to do to be successful in their Numeracy and Maths. Learners have clearer next steps for learning. Celebrating successes in Numeracy and Maths has increased learners engagement and motivation. Learners are better supported in their progress within and overall achievement of a level within Numeracy and Maths. Almost all learners are secure in their number knowledge and skills, having achieved and surpassed their first teaching aim within Number and Number processes benchmarks at Early, First and Second level. The same is true for where second teaching aims were set. Almost all learners enjoy celebrating and sharing their progress and success through '100 Club' and this encourages and engages them in their Numeracy. June 2026 ACEL data: Majority of learners achieved Early level Numeracy Majority of learners achieved First level Numeracy Most learners achieved Second level Numeracy.	What are the next steps and how do you plan to evidence the impact of further actions required? Numeracy project is now core work and embedded in our annual assessment calendar.

Priority 2: Raising Attainment – Literacy: Listening and Talking.			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
Develop consistent assessment strategies for Listening and Talking at Early, First and Second Levels to better support pace and challenge of teaching and learning within Listening and Talking. Embed the use of the newly developed Listening and Talking Framework to support progression and of learners skills, knowledge and understanding. High quality learner evidence strengthens professional judgement of learner progress within and achievement of a level through moderation, shared standards, and increased evidence. Empower learners through the use of self and peer assessment and clear success criteria to share their progress and next steps within Listening and Talking.	Began building a bank of AiFL strategies for Listening and Talking. Teachers used Listening and Talking Framework to plan and assess progressive Listening and Talking experiences. Collegiate planning, assessment and moderation of high quality evidence of Listening and Talking skills progression through focussed assessment and moderation. Varied, high quality Listening and Talking evidence in Teacher folios supported professional judgements of achievement of a level at Early, First and Second Level. Pupil Focus Groups – Listening and Talking Skills and experiences.	Professional judgement confidence more reliable through high quality Listening and Talking assessments that supported the awarding of Listening and Talking Levels of Achievement as well as progress within. June 2026 ACEL data: Most learners achieved Early level Listening and Talking. Most learners achieved First level Numeracy. Almost all learners achieved Second level Numeracy. Learners listening and talking skills developed through engaging, interdisciplinary teaching and learning experiences. Learners are increasingly able to share their learning and next steps for progression within Listening and Talking.	Continue to share good practice: AiFL strategies, build on opportunities for self and peer assessment. Focussed Assessment and Moderation of Listening and Talking built into annual assessment calendar. Co-construct SC and give quality feedback to support learners to share their listening and talking skills, progress and next steps. Quality Assurance calendar Learning observations/pupil focus groups. Continuing as SIP 26/27

Priority 3: Raising attainment in Literacy: Early Level Reading			
What were our outcomes? Maintain high levels of early reading attainment across P1 and ELC through enhanced pedagogy and provision. Create engaging, language-rich and literacy-rich environments that reflect learners interests, cultures, and experiences. Increase practitioner confidence and capacity in early reading pedagogy, including phonological awareness, language development, and responsive as well as intentional literacy teaching through professional learning and the sharing of good practice. Strengthen approaches to tracking, assessing, and responding to learners' progress in reading.	What did we do? Teaching staff completed professional learning: Learning To Read in the Early Years, Education Scotland. Collegiate self-evaluation/reflection pedagogy, practice and environments and identified strengths and next steps. Building a Literacy Rich environment – reflective questions next steps: Get rid of outdated texts that learners are not interested in Increase pupil voice to establish what types of texts, author and what they enjoy reading. Participatory budgeting for P5 Curriculum Leaders who lead Reading week. £500 allocated for school library books. Supported by DHT. Refresh quiet/comfy reading areas throughout the school to make them more inviting. Increase home language texts available including Shetland dialect/Language texts and use staffs home language and skills to share and celebrate these. From CIRCLE Literacy Rich Environmental Tool self-evaluation activity, create manageable action plans that consider barriers to a Literacy Rich Environment and how these will be addressed. Identify leads, support and resources as well as a time to review progress. Targeted Literacy support to accelerate progress and embed reading skills for those 24% of learners identified as a requiring support at Early Level Reading.	What was the impact on learners? P1 Progress and Achievement Data: Early Level Reading – Feb 26 12% of learners above track and have achieved 64% of learners on track to achieve June 2026 P1 ACEL data: Majority of learners achieved Early level Reading Early level Learners have access to literacy rich environments that encourages and supports the development of reading skills through opportunities to access print, story, song, rhyme and language through play and real life experiences. Learners early reading skills are better supported through improved practitioner pedagogy, confidence, and shared understanding of early reading development Almost all learners access texts that are engaging, interesting and enjoyable. This includes texts in different languages being shared during Story time at ELC. Almost all learners at Early level have more opportunity to talk about and respond to books Increased engagement in non-fiction texts across ELC and P1. Environment changes in ELC led to an increase in engagement in learners choosing to join story time and it also allowed learners to listen to rhymes/stories whilst continuing to play. Most learners demonstrate and share their enjoyment in reading. Greater use of school library and very good levels of participation in Library Club.	What are the next steps and how do you plan to evidence the impact of further actions required? Continue to develop and enhance literacy rich environments through developing Play pedagogy at Early Level. At Early Level increase opportunities for phonemic awareness. At Early Level strengthen links between sounds and letters. Pupil Voice - Regularly audit and review texts across the school. Continue to support learners to be motivated and independent readers.

Pupil Equity Fund Reporting

Project/intervention: Targeted support in Literacy and Numeracy to close attainment gap because of attendance. What was your gap? Literacy and Numeracy attainment gap for learners with attendance below 80%.	
Planned Outcome By the end of the academic year, learners whose literacy and numeracy attainment has been affected by interrupted attendance will make accelerated progress through targeted, personalised support, reducing identified gaps in learning and increasing their attainment towards age-related expectations. At least 80% of identified learners will demonstrate measurable progress against their individual literacy and numeracy targets, evidenced through baseline and follow-up assessments.	Measures of impact on learners Almost all learners who received targeted support in Literacy and Numeracy demonstrated individual target progress. Literacy and Numeracy gaps these have been narrowed and there is increasing evidence of progress and achievement. P2,3 and 4 Numeracy support saw summative assessment scores within number bonds to 10 and 20, number correspondence and number sequencing rise to 100% for almost all learners. P4 Numeracy support saw learners confidence and engagement in Numeracy increase significantly with almost all learners successfully able to apply multiplication strategies to solve problems. P7 Numeracy support saw summative assessment scores rise by 83% and there was also a significant increase to individual's maths confidence.
Teaching and Learning	Single Word Spelling Tests: P3 scores increased by 33%. P4 scores increased by 16%. At first level spelling improved across extended writing. Reading ages in Primary 5 were around 2 to 3 years below that of their chronological age. Following intervention reading ages were on target or above (9.5 and 10.3). Levels of engagement in school remained mostly the same at 3 but for a few rose on average by at least 1 using the Leuven Scale of Engagement: SMT Data; Tracking and Monitoring. Tracking and Monitoring: Progress and Achievement data demonstrates good levels of progress withing levels.
Leadership	
Family and Community	

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	-The school has a strong and positive ethos, underpinned by the shared values of inclusion, happiness, respect, safety and determination. -Values are consistently promoted and understood by children, staff and families and are evident in daily interactions and school life. -Senior leaders have established a shared ambition for continuous improvement, with high expectations for all children and staff. -Children's voice is highly valued, with pupils actively contributing to school improvement through leadership roles, focus groups and consultation. - Parents are provided with regular opportunities to share their views and contribute to school development. -Staff have a strong understanding of the needs, strengths and context of the local community.
Strategic planning for continuous improvement	-Senior leaders provide clear strategic direction and manage change effectively, ensuring a strong focus on improving outcomes and experiences for children. -The school has robust self-evaluation and quality assurance processes which inform improvement priorities. -Staff are actively involved in school improvement planning and evaluating progress. - Improvement priorities are informed by data, evidence, stakeholder views and knowledge of the school community. - Leaders establish clear measures of success and impact, enabling progress towards priorities to be monitored effectively. -Professional learning is well aligned to school priorities and individual staff development needs. -The school demonstrates strong capacity for sustained improvement, with clear progress in areas including numeracy, listening and talking, transitions, outdoor learning and wellbeing.
Implementing improvement and change	-Staff are well supported to implement change effectively through collaborative working and relevant professional learning. -Staff are increasingly empowered to lead improvement, making effective use of their skills, interests and expertise. -Practitioner-led improvement has resulted in positive developments in outdoor learning, numeracy, listening and talking, wellbeing and STEM. -Leaders use a range of quality assurance activities to monitor the implementation and impact of improvement work. -Learners are active participants in change, with meaningful leadership opportunities that develop confidence, communication, teamwork and responsibility. -The school can demonstrate positive impact from improvement activity, particularly in children's experiences and engagement.

Quality Indicator 2.3 Learning, teaching and assessment	
Learning and engagement	-Staff create a highly nurturing, inclusive and respectful ethos, providing a calm and purposeful climate for learning. - Almost all children are engaged, behave very well, interact confidently and respectfully, and uphold the school values. -Almost all children engage appropriately in learning and respond well to teachers' explanations and questions. -Most children experience learning that is meaningful, relevant and appropriately pitched to their needs. -Children have opportunities to work independently and in pairs, developing confidence and responsibility for their learning. -Increasing opportunities for almost all learners to work collaboratively in groups, make choices and develop greater independence.
Quality of teaching	- Teachers provide clear instructions and explanations and routinely share learning intentions and steps to success. - There are increasing opportunities for most learners to co construct success criteria - Learning is meaningful, relevant and appropriately challenging for most children. -Creative, collaborative learning experiences across curriculum focus weeks provide greater challenge, personalisation and choice for most learners. - Teachers make effective links to prior learning and provide opportunities for children to work independently and with partners. - Teachers use questioning effectively, with higher-order questions used in most classes to encourage children to explain and develop their thinking. - Most Learners reflect on and evaluate their learning.
Effective use of assessment	- Teachers use the local authority learning, teaching and assessment standard effectively to reflect on and develop practice. - Formative assessment strategies are used effectively in most lessons to check understanding and inform learning. -Teachers provide helpful verbal feedback which supports children to improve their work and progress. -Most learners are developing their understanding of the quality of their learning and how to improve through increasing opportunities for self-assessment.
Planning, tracking and monitoring	-Teachers plan learning which is meaningful, relevant and appropriately challenging for most children. -Planning takes account of prior learning and provides clear progression. -Planning provides personalisation and choice for most learners - Teachers use professional standards and shared expectations to evaluate and discuss learning and teaching approaches. -Leaders and teachers identify areas for development through ongoing reflection on learning, teaching and assessment.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	
Wellbeing	-Staff have developed highly nurturing and trusting relationships with children, helping almost all children feel safe, happy and supported. - Staff know children very well as individuals and respond sensitively to their emotional, physical and mental wellbeing needs. -Daily emotional check-ins and twice-yearly wellbeing webs enable staff to identify concerns early and provide appropriate support. Zones of Regulation supports and develops learners emotional literacy. -Calm, sensory and shared spaces provide effective opportunities for children to self-regulate and re-engage with learning. -The soft-start provision supports children who need additional help to settle, contributing to improved attendance, punctuality and engagement for some children. -Health and wellbeing learning develops children's understanding of healthy lifestyles, relationships, safety and emotional wellbeing. -Staff work effectively with partners to promote children's physical, emotional and mental health. -Children demonstrate care, kindness and respect and - almost all learners share that adults will listen to them and support them.
Fulfillment of statutory duties	- All staff undertake regular child protection and safeguarding training and understand their statutory responsibilities. -Staff demonstrate a strong understanding of GIRFEC and apply national guidance effectively when supporting children. - The school has a clear staged intervention approach to identify and respond to children requiring additional support. - Pupil passports and individual education plans are used effectively to identify needs, plan support and monitor progress. - Teachers and the support for learning team communicate effectively to ensure interventions are well planned and outcomes are shared. - Senior leaders follow the local authority anti-bullying policy, recording, following up and monitoring reported incidents. - Staff work effectively with a range of partners and agencies to support children's needs
Inclusion and Equality	- The school has a highly inclusive ethos where children are treated as individuals and their needs are well understood and supported. - Staff benefit from high-quality professional learning, including therapeutic approaches and inclusive education, strengthening their ability to meet diverse needs. - Consistent use of visual prompts, clear communication, routines and agreed approaches helps children feel secure and ready to learn. - Universal supports, sensory spaces, movement breaks and technology are used effectively to remove barriers to learning. - Children are involved in developing their own pupil passports, helping staff understand their interests, communication preferences and individual support needs. - Children with barriers to learning make good progress towards their individual targets. - Staff and children benefit from consistent approaches to communication and literacy across the school.

	-Children have meaningful opportunities to explore diversity, difference and protected characteristics through health and wellbeing, interdisciplinary learning and assemblies.
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Quality Indicator 3.2 Attainment and achievement

Attainment in literacy and numeracy	-Most children achieve expected national CfE levels in literacy and numeracy, with most P1, and P7 learners and the majority of P4 learners on track to achieve national standards. - A minority of children exceed expected levels, with some already achieving beyond national expectations. - Children requiring additional support make good progress towards individual targets and milestones. - Children make very good progress in literacy and English, with strengths in listening and talking, reading and writing. - Most children demonstrate good comprehension and communication skills and are increasingly confident in discussing and presenting their ideas. -Most children demonstrate strong reading skills, including summarising, predicting and answering different types of questions. -Children are developing confidence and independence in writing, with opportunities to improve through self-checking and feedback. - Children make very good progress in numeracy and mathematics, with strong understanding of number processes. - Most children demonstrate good skills in number, shape, measure and information handling.
Attainment over time	- Attendance is strong, at 94%, above local and national averages for session 24/25. (25/26 national data not available) - Senior leaders track attendance regularly and work closely with families to remove barriers. -Targeted interventions, including PEF-funded support and soft starts, have improved attendance, punctuality and engagement for some children. -Attendance arrangements are carefully monitored and reviewed to support children's wellbeing and ensure they are in place for the shortest appropriate time. - Most children make very good progress in literacy and numeracy as they move through the school. - A few children exceed national expectations in literacy and numeracy across all stages. - Robust tracking, planning and assessment meetings, alongside moderation, support accurate understanding of children's attainment. - Leaders use attainment, progress and wellbeing information effectively to identify gaps and provide targeted interventions. - The school has effective systems for tracking progress and improving outcomes over time.

Overall quality of learners' achievement	- Children participate in a wide range of events, trips, clubs and sporting activities, both in and beyond school. - Opportunities such as intergenerational projects, sport and local cultural events help children develop confidence and skills in communication, collaboration and teamwork. - Children are proud of their achievements and confidently share these through assemblies, Wow Walls and pupil profiles. - Wider achievement opportunities contribute positively to children's personal development, confidence and sense of belonging. - Further enhance and embed the use of My World of Work and My Achievements profiles to enable learners to confidently recognise, articulate and evidence the skills they develop through wider achievement. This will empower learners to understand their strengths, recognise their progress and make meaningful connections between their skills and future learning, life and work.
Equity for all learners	-Senior leaders take a proactive and strategic approach to equity, working with staff and the Parent Council to identify needs and inform the use of Pupil Equity Funding (PEF). - PEF is used flexibly and effectively to provide targeted support in literacy, numeracy and wellbeing, with interventions designed to address identified barriers and close the poverty-related attainment gap. -Targeted approaches, including emotional literacy support, are having a positive impact, with data demonstrating improved progress and outcomes for almost all children involved. -Senior leaders respond flexibly to emerging needs, adapting the deployment of PEF-funded staff to ensure support is targeted where it will have the greatest impact. - The school takes effective action to reduce the cost of the school day, ensuring financial circumstances do not prevent children from participating fully in school life. - Trips and wider learning experiences are free or subsidised, and additional support is provided where required so that no child misses out due to financial barriers. - Strong partnerships provide equitable access to wider opportunities, including cycling, road safety and swimming, with equipment and additional sessions provided where appropriate. - These approaches enable children to participate fully in learning, wider achievement and the life of the school, supporting their wellbeing, confidence and sense of belonging.

Self-Evaluation against ELC Headings

Leadership	-Shared values of happiness, inclusion, respect, safety and determination are demonstrated effectively. -Staff work very well together and provide a welcoming and inclusive ethos. -Staff know their community well and is committed to children and families. - Professional learning, particularly around wellbeing and emotional development, has strengthened consistency and improved outcomes for individual children. -Leaders use self-evaluation effectively to identify strengths and areas for development. -Practitioners take an active leadership role in driving improvement, leading developments in areas such as Incredible Years and STEM, sharing their knowledge and practice with colleagues and contributing to a culture of professional learning and continuous improvement.
Children thrive and develop in quality spaces	-Children experience welcoming, inclusive and nurturing spaces that promote belonging, safety and wellbeing. -Increasingly high quality indoor and outdoor spaces provide opportunities for children to explore, investigate, play and develop independence. -Spaces and resources are responsive to children's interests, needs and stages of development. -Children have opportunities to make choices about where, with whom and how they play and learn. - Well-considered spaces support most children to develop confidence, self-regulation, independence and resilience, enabling them to engage successfully in learning. - Accessible and purposeful resources encourage children to develop independence, their interests and skills for life and learning; communication, collaboration and decision-making - Children's views, ideas and interests meaningfully influence their learning environment and resources; strengthening their sense of ownership and belonging.
Children play and learn	- Practitioners provide nurturing, engaging and purposeful play experiences which enable children to explore, investigate, develop curiosity and build confidence as learners. -Children are increasingly active participants in their learning, developing independence, problem-solving, communication and decision-making skills through play. - Practitioners know children well and use their understanding of individual interests, needs and developmental stages to provide relevant and responsive learning experiences. - Children benefit from a consistent approach to supporting emotional development, strengthened through professional learning. This enables children to develop emotional literacy, self-regulation and positive relationships. -Practitioners use observation, professional dialogue and assessment to identify and respond to children's learning ensuring experiences are matched to individual needs, progress and next steps.

Children are supported to achieve	-Children experience warm, nurturing and respectful relationships which enable them to feel safe, secure, valued and confident. - The nursery promotes a strong culture of inclusion, equality and belonging, ensuring children and families feel welcomed and respected. -Practitioners know children and families well and respond sensitively and effectively to individual needs, circumstances and barriers to learning. -Children are supported to develop emotional wellbeing, resilience and self-regulation, enabling them to participate successfully in learning and relationships. - Practitioners use a range of appropriate strategies, adaptations and targeted supports to ensure children can access learning and make progress. - Staff undertake regular safeguarding and child protection training and understand their responsibilities in keeping children safe. - Safeguarding is embedded within daily practice, with staff alert to children's wellbeing, vulnerabilities and individual circumstances and confident in seeking appropriate support when required. -Staff work effectively with families, colleagues and partner agencies to promote children's wellbeing, safety and development, ensuring support is well co-ordinated and responsive to individual needs, --The focus on wellbeing and emotional development has resulted in improved outcomes for individual children.
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Please self-evaluate each core quality indicator according to:

<u>How Good is Our School 4th Edition</u>	<u>Quality Improvement Framework for ELC</u>
1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent	Level 1: unsatisfactory Level 2: weak Level 3: satisfactory/adequate Level 4: good Level 5: very good Level 6: excellent

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	ELC Self-Evaluation
1.3 Leadership of change	5-Very Good	Leadership	5-Very Good
2.3 Learning, teaching and assessment	5-Very Good	Children thrive and develop in quality spaces	5-Very Good
3.1 Ensuring wellbeing, equality and inclusion	5-Very Good	Children play and learn	4-Good
3.2 Raising attainment and achievement	5-Very Good	Children are supported to achieve	4-Good



Working together to improve outcomes for learners to be the best that they can be.

School Improvement Plan 2026-2027

Factors Influencing the School Improvement Plan

Local authority factors • Children's Services Directorate Plan ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ○ Reduce the number of children and young people affected by poverty; ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning Review • Devolved School Management • Digital Learning and Teaching Strategy • Excellence and Equity for Shetland's Learners Standard for Learning, Teaching and Assessment including ELC standard.	National factors and drivers • Education Reform including Curriculum Improvement • National Improvement Framework • The Scottish Attainment Challenge (PEF/SEF/CECYP fund) • Education Reform • Getting It Right for Every Child • Developing Young Workforce • Reduced Class Contact Time • Realising the Ambition
School factors • HMIE Inspection Report findings (April 2025) • School Improvement Visit feedback • Data from assessments, ACEL/Data dashboard and tracking and monitoring • Building on success of recent curriculum weeks • Primary teacher and ASN teacher staffing levels • School roll; Class composition; merged year groups and composites • ASN • Working in partnership across our school community to improve outcomes for all	Local factors • SDS My World of Work/My Achievements Profiling as part of P7-S1 transition • SfL Review; Intensive Support Teacher allocation
UNCRC UNCRC is at the heart of our school community and all that we do. Our Leadership opportunities and self-evaluation activities ensures pupil voice supports continuous improvement.	Tacking inequalities, Poverty proofing and Cost of the school day We tackle inequalities through our school values, ethos and solution focussed approaches. Our school fund, supportive Parent Council and bids for external funding,including SEF,help us to poverty proof the cost of the school day.

Pupil Equity Fund – Planning and Reporting

PEF Planning

Project/intervention: Reduce barriers to learning and improve outcomes for identified learners across literacy, numeracy and health and wellbeing.
What data/evidence informs this?

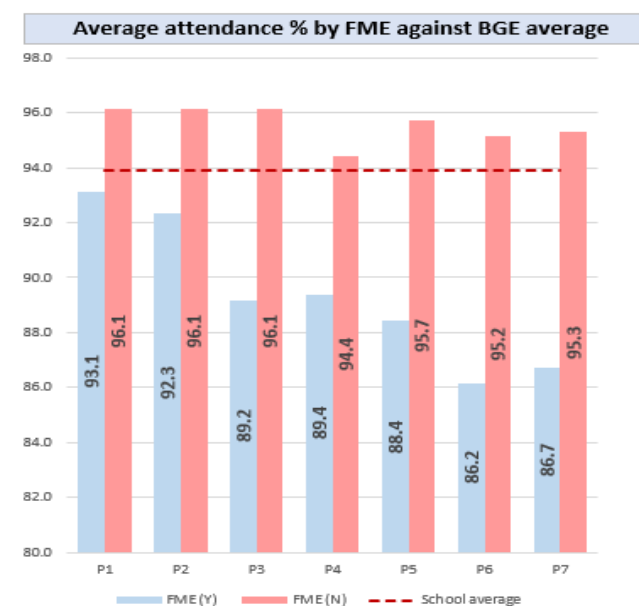
26.9% of P1-7 learners are FME

28% Attainment gap in Numeracy at Early, First and Second Level.

36% Attainment Gap in overall Literacy at Early, First and Second Level between FME and non FME.

JUNE 2026 ACEL data						
		FME (Y)	FME (Y) %	FME (N)	FME (N) %	FME GAP
P1,4,7	ELT	22	81%	63	93%	-11%
	ER	14	52%	60	88%	-36%
	EW	14	52%	58	85%	-33%
	LIT	13	48%	57	84%	-36%
	N	15	56%	57	84%	-28%

2025/26 saw an Attendance gap of 6% between FME and Non FME across all year groups.



Planned Outcomes Narrow Narrow the numeracy attainment gap for FME pupils by 10 percentage points by June 2027. Narrow the literacy attainment gap for FME pupils by 10 percentage points by June 2027. 100% of those participating in Resilient Kids show an increase in their perception of self and Resilience. 100% of those participating in Resilient Kids show increasing confidence when discussing their feelings.	Details of project/intervention: Learners will receive targeted small-group and/or individual support based on identified needs, with regular monitoring of progress to ensure interventions are responsive and effective. Enhanced transition approaches will provide targeted support for learners experiencing barriers, including SEBN at key points of transition: Resilient Kids Moving UpP7 Term 1/2 Resilient Kids to School ELC to P1 Term 3/4	Resources and Lead Person PEF Teacher 1.5 days per week across the year. DHT/HT Resilient Kids support and resources from Outreach Services. Meeting time for planning, assessing and evaluating Resilient Kids (class teacher/PEF teacher/SMT)	Measures of impact on learners -Tracking and monitoring data including Progress and Achievement and SMT data -Teacher observations -Learner conversations -Assessment data -Child Plan targets -IEP Targets -Shetland Primary BGE Data dashboard -‘Resilient Kids’ Pre and Post evaluations
Teaching and Learning			
Leadership			
Family and Community			

School Improvement Plan Priorities

Priority 1: Literacy: Listening and Talking Continuation from previous year? YES					
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures.	Resources and Lead Person
Learners are beginning to become confident in sharing Listening and Talking progress and next steps. Increased learner evidence to support professional judgement of progress and achievement of a level within Listening and Talking	- Continue to develop consistent assessment strategies for Listening and Talking at Early, First and Second Levels to further support pace and challenge of teaching and learning within Listening and Talking. - Empower learners through the use of self and peer assessment and clear success criteria, including co-constructed success criteria, to share their progress and next steps within Listening and Talking. - High quality learner evidence strengthens professional judgement of learner progress within and achievement of a level through moderation, shared standards, and increased evidence.	Tracking and Monitoring; ACEL data: Progress and Achievement Quality Assurance Calendar: Pupil Focus Groups, Classroom observations and Moderation activities.	Class teachers: Development and moderation time -Class teachers CfEx Listening and Talking Early, First and Second Level benchmarks Listening and Talking progression framework AlfL strategies including peer and self assessment as well as co-operative learning strategies Teacher evidence folios

Teacher self-evaluation identified need to further develop assessment strategies that further support pace, challenge and progression within Listening and Talking. Listening and Talking Achievement of a Level data June 2026 Early Level – 84.6% First Level – 86.7% Second Level -94.9 %			SMT: Tracking and monitoring: progress and achievement/ SMT data Quality assurance classroom visits and learning conversations with pupils Shetland Standard for Learning Teaching and Assessment HGIOS 4 Q.I 2.3 and 3.2 Learners: HGIOUS – Theme 2. Pupil Focus Groups
Monitoring priority progress over time: impact on learners: Quality assurance: Classroom visits and peer observations focus on Listening and Talking assessment, co-constructed success criteria and effective feedback. Pupil focus groups, using <i>HGIOUS Theme 2: Our Learning and Teaching</i>, gather learner voice and provide evidence of the impact of approaches. Moderation of teacher Listening and Talking evidence supports consistency in assessment and professional judgement of progress within and achievement of a level Tracking and monitoring: SMT/class teachers review Progress and Achievement data alongside SMT data to monitor learners progress over time and informs next steps in learning. Impact on learners: Learners show increased confidence and competence in Listening and Talking skills, Learners can reflect on their progress, can respond to feedback and identify next steps in their learning. Improved Listening and Talking skills are increasingly evident cross learning and teaching, supporting attainment and wider achievement.			

What will success look like?		
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Listening and Talking Assessment strategies reviewed. Collegiately plan, implement and share a range of Listening and Talking AIFL strategies including learner's self and peer assessment tools linked to L&T framework and other curricular areas. Listening and Talking framework embedded in planning, assessment and reporting.	Learners are more confident to talk about and reflect upon their talking and listening skills, progression and next steps: Learners co-create Listening and Talking success criteria. Learner feedback supports progress and next steps in learning Improved approaches to teaching and learning experiences through Peer observations focusing on Listening and Talking effective approaches to assessment; breadth, challenge and application	Increased quality and variety of Listening and Talking assessment evidence that demonstrates breadth, progression and achievement within and across CfEx levels of attainment. (including L&T FAM) Improved consistency in professional judgements and expectations within and across Listening and Talking levels for learners. Moderate L&T evidence. Accurate professional judgement using L&T framework and CfEx benchmarks.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		

Priority 2: Developing High Quality Play Pedagogy at Early Level.			Continuation from previous year? No		
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. (highlight as appropriate)	- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy. - Highly skilled teachers and school leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned outcome:	Measures	Resources and Lead Person
Inspection findings for Sound Primary School (published August 2025) 2.3 Learning, Teaching and Assessment– <i>Children in the early years benefit from regular opportunities to play indoors and outside. Teachers have developed an environment which provides a range of play experiences. As a next step, teachers need to review how they plan for play experiences. They should provide interesting resources and spaces to develop children's curiosity and enable them to apply and consolidate skills within their play. Teachers should include play more often in daily teaching and learning. They should develop play</i>	Early level teachers will have increased confidence, knowledge and consistency in implementing high-quality play pedagogy, resulting in engaging, purposeful learning environments. Almost all early level learners show increased levels of engagement, independence and active learning. Almost all early level learners experience high-quality spaces and interactions that enable them to be independent, make choices, engage in play and experience appropriate challenge.	Pre and post professional learning evaluations/staff confidence measures. Quality Assurance Calendar: Pupil Focus Groups. Classroom/learning observations including peer observations supported by;	Education Scotland- Leading Play Pedagogy in P1 professional learning resource facilitated by HT and DHT ELC to P3.. Realising the Ambition Early level teachers.

<i>provision to include numeracy and literacy across the experiences, for example, in the construction area. A few teachers have engaged in professional development, including engaging with national guidance. They should continue to engage in professional learning to develop play pedagogy further within the early stages of primary.</i> Learning environment observations of child led, adult supported and adult initiated play. Transition observations and the need for greater continuity between ELC and P1.		-Play Pedagogy Learner impact observation rubric. -Early level environments and practice - CIRCLE. Tracking and monitoring including SMT data. Planning and assessment; Floor books and capturing pupil voice.	Development time for professional learning, dialogue, reflection and sharing practice. Observation framework/template including Play Pedagogy Learner impact Observation rubric. CIRCLE inclusive classroom scale: environment. Play based resources - Open ended materials. HGIOS 4 Q I 1.2 and 2.3 Quality Improvement framework for ELC settings. Shetland Standard for Learning, Teaching and Assessment including Early Learning and childcare version.
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Monitoring priority progress over time: impact on learners: Quality of practice – learning observations focusing on the quality of adult interactions, effective questioning, appropriate challenge and purposeful play. Learning environments – audits of learning spaces and resources using the CIRCLE framework to evaluate how effectively they support learning, play and development. Learner experience – learner voice and observations of engagement, independence and motivation, informed by the Play Pedagogy Rubric. Impact on learning – evidence of children's progress and achievement through planning, assessment, tracking and monitoring, including literacy, numeracy and wider skills. This includes SEEMIS progress and achievement data and SMT analysis to evaluate impact over time.		
What will success look like?		
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Develop Staff develop a shared understanding of Play Pedagogy through Education Scotland-led professional learning and identify priorities for development in practice. Learning experiences are increasingly consistent, engaging, purposeful and developmentally appropriate. Learners are becoming more confident, curious and active participants in their learning.	Implement Staff apply Play Pedagogy approaches consistently, with evidence of improved learning environments, adult interactions and opportunities for purposeful play. Learners experience engaging and purposeful learning environments, with high-quality adult interactions. Learners have increased opportunities to lead and extend their learning through play.	Evaluate Play Pedagogy is embedded across P1, with evidence of increased learner engagement, independence and enjoyment, alongside increased staff confidence and consistency in practice. Learners are confident in making choices, exploring their interests and taking an active role in their learning.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 3: Inspiring creativity through STEM (Science, Technology, Engineering and Maths) Continuation from previous year? No					
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measure	Resources and Lead Person
Positive feedback across school community following STEM curriculum week in Term 4; Increased learners' engagement observed during STEM week challenges. Learners and teachers reported having 'Fun' and 'lots of enjoyment' during STEM week. Increased opportunities for learners to be creative during STEM week. 86% parents/carers identified Developing creativity through STEM approaches as a School Improvement Priority for session 2026/27.	Almost all learners will have increased opportunities to engage in creative and engaging STEM learning activities across curricular areas that builds on prior knowledge, skills and understanding. Almost all learners will develop transferable meta skills through STEM experiences. Almost all learners will be able to make connections across their interdisciplinary learning, applying their knowledge and skills through creative projects and real life contexts.	Tracking and monitoring of engagement – SMT data Education Scotland STEM self evaluation and Improvement Framework for practitioners. QI 1.3, 2.3 and 3.3.	Class teachers/SMT – working groups/development time. Learners – Curriculum Leaders My World of Work:Skills Development Scotland; My Achievements/My Profile I'm in primary school My World of Work

70% of P5-7 learners who completed the Skills Development Scotland Meta-Skills Self Evaluation: Innovation: Creativity rated themselves as 5 or above. <i>5 – I am more confident using my imagination to think of new ways of doing things and sharing my ideas with others.</i> 40% of P5-7 learners who completed the Creative Learning Survey shared they were unsure if they were actively involved in their own learning. 40% of P5-7 learners who completed the Creative Learning Survey shared they were not able to make their ideas become real. 60% of P5-7 learners who completed the Creative Learning Networks web scored themselves at 3 or below for 'Applying Creativity.' Education Scotland STEM self evaluation and Improvement Framework for practitioners: Teaching staff EVALUATED current practice to be: <i>QI 2.3 Learning, Teaching and Assessment. Our STEM Pedagogy is developing and we are exploring how different environments and approaches can be used to motivate and engage learners. Staff share successes and practice to enhance learning and teaching and ensure a more consistent approach. We are starting to engage with the Benchmarks for Assessment and are reviewing the way we gather and moderate evidence to monitor and track learner's progress in STEM. SATISFACTORY</i>	Almost all learners will have opportunities to participate in STEM clubs, competitions, challenges and projects that allow them to develop and showcase creativity, collaboration, communication and problem solving skills beyond the classroom. Almost all learners P5-7 will set goals, track and share their meta skills and achievements though My Profile/My Achievements tool on My World of Work.	Pupil Focus Groups: Edinburgh City Council Creative Learning Networks – Creative Learning Survey and web. Skills Development Scotland Meta Skills self evaluation: Innovation: Creativity SDS My World of Work: My achievements and My Profile – goal setting STEM Focussed Assessment and Moderation STEM resources audit Quality Assurance; classroom observations	Primary STEM East Dunbartonshire – A legacy of participation in the RAiSE programme in East Dunbartonshire. CfEx progression frameworks and benchmarks; Sciences, Technologies and Maths. IDL overviews Budget for STEM resources: £1500 P1-7 and £500 ELC School calendar – STEM weeks Assessment Calendar – STEM Focussed Assessment and Moderation Maths Week Scotland Resource Themes Education Scotland STEM Nation Award – STEM Nation Shetland Standard for Learning, Teaching and Assessment
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<i>QI 1.3 Leadership of change. Through consultation we are developing our understanding of why STEM is important for our learners, their families and our community. Senior leaders have set out the strategic direction for STEM. Leadership in STEM is not overly dependent on one person. Staff have confidence in the process of change and have contributed to the plan for improvement. We are reflecting on our practice to ensure changes lead to improvement, social justice and equity for learners. SATISFACTORY</i> <i>QI 3.3 Creativity and Employability. STEM careers fairs and My World of Work website are raising the profile of STEM skills and Careers. Creativity, entrepreneurship and innovation are being introduced to STEM learning. The expertise of young people themselves is helping to build our digital skills. We are engaging with the Careers Education Standard. SATISFACTORY</i>			Partnerships: AHS Science staff, Local businesses, SDS My WoW Adviser and Parents/Carers supporting skill development and real life context
Monitoring priority progress over time: impact on learners Baseline and follow-up pupil surveys- to measure changes in confidence, engagement and attitudes towards STEM, creativity and problem-solving. Pupil voice and learning conversations -to track how learners perceive their development in key meta-skills. Classroom observations- to monitor increasing opportunities for creativity, collaboration, critical thinking and problem-solving. Samples of pupil work and learning profiles- to evidence progression in creative thinking, design and problem-solving over time. Tracking participation and achievement- in STEM activities, projects, clubs and wider opportunities. Pupil self-assessment and reflection -to help learners identify and articulate the meta-skills they are developing. Staff professional dialogue and moderation- to evaluate changes in learner engagement, confidence and skill development. Tracking and monitoring. Collegiate planning, assessment and moderation.			

What will success look like?		
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
Teachers have a shared understanding of STEM, creativity and meta-skills. Baseline information gathered on pupil confidence and engagement. Teachers begin planning, teaching and assessing relevant, creative, interdisciplinary STEM experiences. Pupils have increased opportunities to develop problem-solving and collaboration skills.	STEM and interdisciplinary learning are evident across a range of classes. Teachers demonstrate increased confidence in planning, teaching and assessing relevant, creative, interdisciplinary STEM learning activities. Pupil voice shows increased engagement, confidence and creativity. Evidence shows developing problem-solving, teamwork and resilience.	Creative STEM and interdisciplinary learning are embedded across the school. Pupils confidently apply STEM knowledge and meta-skills in different contexts. Teachers confidently plan, teach and assess relevant, creative, interdisciplinary STEM learning activities. Evidence shows measurable progress in pupil confidence, engagement and meta-skills.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Working Time Agreement 2026-27

Working Time agreement for:	SOUND PRIMARY SCHOOL (Based on 35 hour week)	
School Session:	Session 26-27	
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Class contact based on 1.0FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Planning, Assessment & Moderation	Tracking and monitoring including SMT data 5hrs (1.25hr x 4) Focussed Assessment and Moderation - 10.5hrs (3.5hrsx3) Planning and assessment across curriculum.-12hrs (3hrsx4)	27.5
Partnership with parents/carers	Learning Journey - 1.25hr , Parent/carer appointments - 28hrs (28x 0.5hrsx2) Written interim report 28hrs(1hr x28) Curriculum Information 4 hrs (1x4) , School blog/class blogs updates - 10hrs (2.5hrx4)	71.25
Staff meetings/development	Teaching Staff Meetings =34.25 hrs (1.5hr x 17 plus 7x1.25 for additional if needed for development groups/CIC) WTA meetings = 1hr (2x0.5hr) Union Meetings = 1hrs (total)	36.25
PRD/Professional Update	PRD/Professional Update meeting plus associated preparation and follow up admin. 2hrs	2
Liaison/Consultation/Review	Class teachers incl stage partner/ASN staff/ Specialist staff/SMT/ Support staff/outside agencies/Cluster colleagues including transitions/Review meetings - 39hrs (1hrsx39).	39
Flexibility		19
Total	Total collegiate time allocated	195