# LAW PRIMARY SCHOOL & ELC
SCHOOL IMPROVEMENT PRIORITIES 2025-2026

1 PRIORITY 1 – STEM
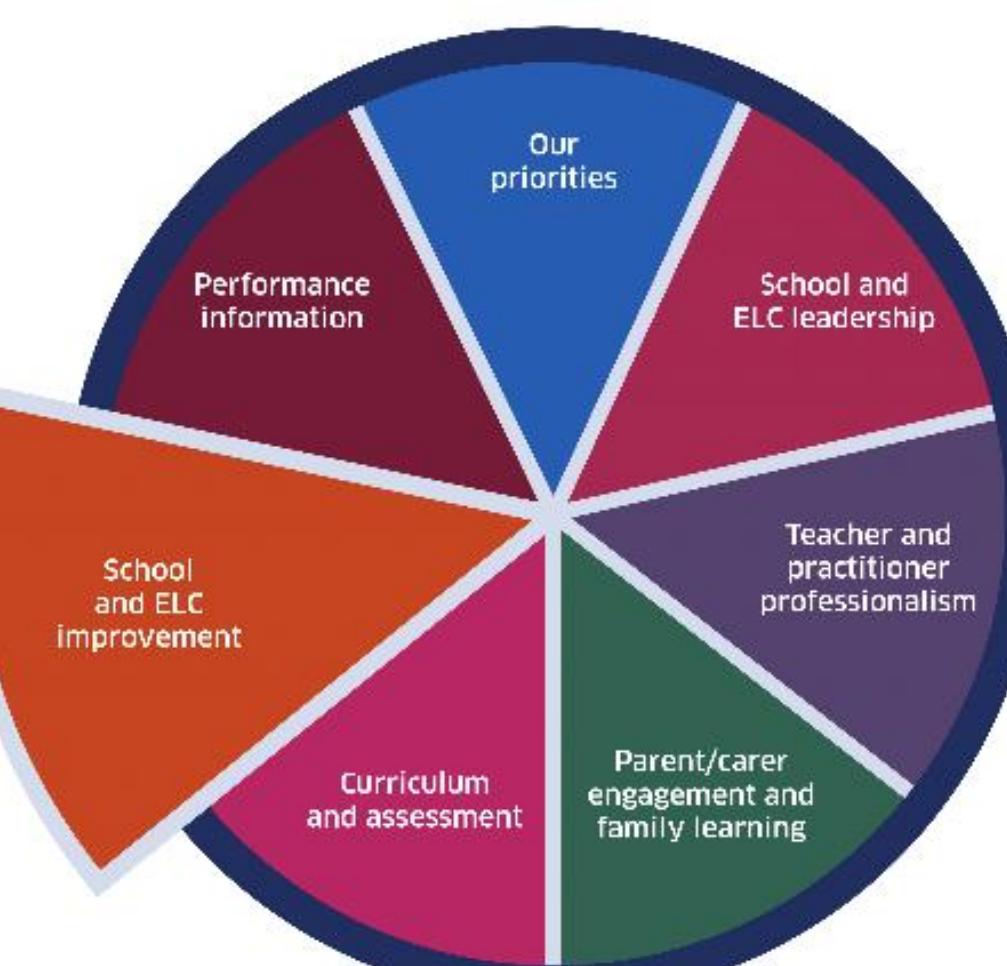
QI 1.1 Self evaluation for self improvement
QI 2.2 Curriculum

RATIONALE: to raise attainment and achievement in science and STEM and tackle inequality and inequity in pupil experiences.

WHAT WE NEED TO DO:
- Use Raising Aspirations in Science Education planners
- Ensure all pupils experience STEM challenges and projects
- Staff use planning frameworks in science, technology, digital literacy and computing science
- Pupil Leadership group aim for Digital Schools award
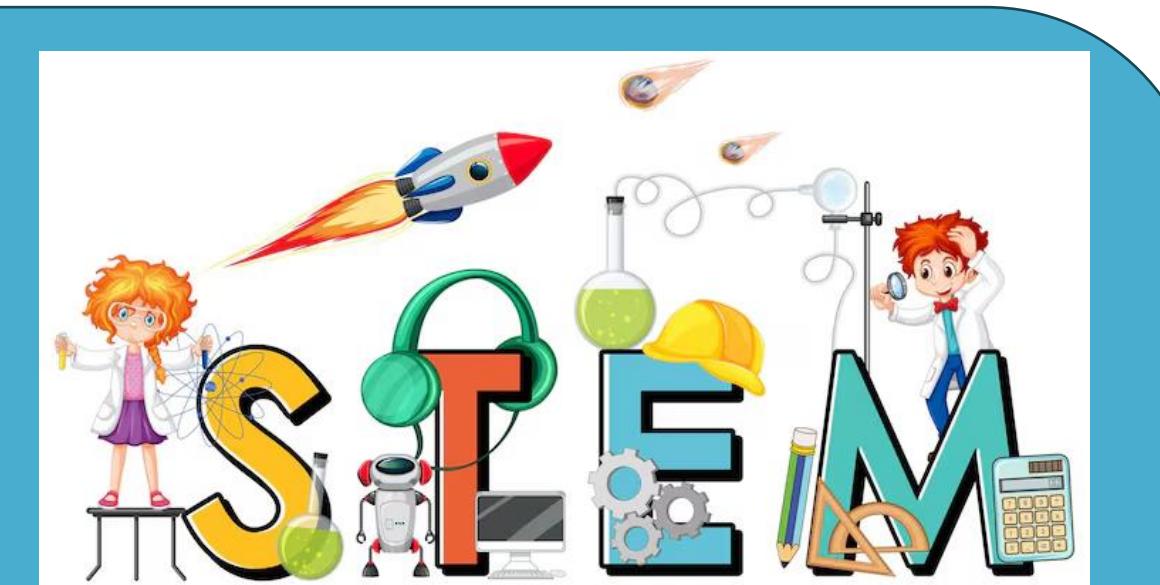
2 PRIORITY 2 – Learning for Sustainability

QI 1.1 Self evaluation for self improvement
QI 2.2 Curriculum

RATIONALE: to weave together global citizenship, sustainable development and outdoor learning.

WHAT WE NEED TO DO:
- Aim to ensure our curriculum is linked to outdoor learning
- We are a RIGHTS RESPECTING SCHOOL aiming to achieve silver level
- Participate in global citizenship and sustainability projects
Aiming for our ECO flag

4 PRIORITY 4 – Learning Community Writing Moderation

QI 1.3 Leadership of Change
QI 2.3 Learning, Teaching and Assessment
QI 3.2 Raising Attainment and Achievement

RATIONALE: to increase writing attainment through increased staff understanding of what achievement of a level looks like at each stage, with a uniformity approach across the learning community.

WHAT WE NEED TO DO:
- We work with schools and ELCs in Carluke learning community to moderate writing
- Increase confidence in teacher professional judgements, making them robust and consistent across classes and schools
- Increase opportunities for working across Early Years, Primary and Secondary to develop understanding of progress across levels
- Alongside Carluke Learning Community, create assessment overviews across all stages and use when assessing written work

3 PRIORITY 3 – VCPA Teaching & Learning of Numeracy & Mathematics

QI 2.3 Learning, Teaching and Assessment
QI 2.2 Curriculum
QI 3.2 Raising attainment and achievement

RATIONALE: to improve progress and attainment levels in Numeracy and Mathematics through high quality learning, teaching and assessment approaches.

WHAT WE NEED TO DO:
- Implement VCPA approach to Numeracy and Mathematics to increase pupil confidence
- Increase teacher practitioner knowledge, confidence and skill in teaching Numeracy and Mathematics using the VCPA pedagogical approach
- Audit our Numeracy and Mathematics materials and complete a procurement of resources to meet pupil needs
- Use robust systems to assess pupil progress and the impact VCPA approaches have

OUR IMPROVEMENT APPROACH

- Is firmly rooted in three questions:
  - How are we doing?
  - How do we know?
  - What are we going to do now?
- It is underpinned by the principles of consultation and collaboration and is data-informed.
- Pupil voice is central to our approach, supported by school's consultation groups and engagement with HGIours
- We work collaboratively in Peer School Review trios, Learning Communities and localities to share practice and help each other to improve.
- We use local and national data tools and corresponding CLPL to use data effectively for improvement.
As a staff we complete regular Stand Up evaluations to monitor progress and identify next steps

Improvement cycle: IDENTIFY OUTCOMES → SPECIFY OUTOMES → CREATE ACTION PLAN → MEASURE TARGETS → REPORT SUCCESS / NEXT STEPS

SLC Priorities

- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion, equity and equality are at the heart of what we do.
- Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy.
- Empower learners to shape and influence actions on sustainability and climate change

NATIONAL PRIORITIES FROM THE NATIONAL IMPROVEMENT FRAMEWORK:
Placing the human rights and needs of every child and young person at the centre of education
Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in attainment, particularly in literacy and numeracy
Improvement in children and young people's health and wellbeing
Improvement in skills and sustained, positive school-leaver destinations for all young people