

**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2025/26**

**Leadhills Primary School**

Leadhills Primary is a non-denominational school nestled in the Lowther Hills, with a current pupil roll of 13 pupils, which serves the rural community of Leadhills. Leadhills Primary is the second highest village in Scotland, with 31% of pupils being placing requests from Wanlockhead (Dumfries and Galloway) and other localities. 69% of our present pupil roll come from Leadhills. Our school consists of 1 multi-composite class, P3-7 taught within 2 spacious classrooms, with a library, open area and assembly/gym hall accessible for all. The school has a Multi-Use Games Area which is accessed by the school and wider community. We have strong partnership/engagement with local community groups, wider community and parents, with pupils and staff working together with community to enhance learning, utilising a wealth of local knowledge and enthusiasm.

Our curriculum makes full use of our local environment, utilising our local area to support and enhance learning. Forest School type sessions take place in various locations within the community, with sustainability being supported through community tree planting, building hedgehog houses and bug hotels and putting them within the local nature reserve. Links with Museum of Lead Mining and Leadhills Miners Library have enhanced learning with pupils participating in visits to deepen their knowledge of renewable energy, social climate and geology.

Equity for all is a key strength of the work which we do. Knowing our learners, and our wider community, enables us to support pupils and families alike to participate in all activities/opportunities within the school. All learners have access to a variety of technology to support the engagement and development of digital literacy skills. Access to grant funding ensures families and wider community have access to wider opportunities, such as sports events, Edinburgh Playhouse, Cinema and swimming. We have a Sharing Shed within our school grounds which is accessible by the whole community, with sustainability and recycling at the heart of its purpose. To ensure that all learners participate in Bikability sessions bikes and funding were sourced to ensure equity for all. Cost of the School Day is at the core of what we do, and we are proud to be a zero-cost school, for almost all activities/events.

Leadhills Primary School is part of Biggar Learning Community. The Learning Community has very strong and positive working relationships, recently focussing on moderation cycle, with a focus on Learning and Teaching. Cluster trio schools within the learning community continue to focus on Young Leaders of Learning, linked to SLC Skills Framework and supporting pupil voice.

At Leadhills Primary School we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically, and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure that all pupils are supported in their learning through our nurturing ethos and attachment informed, inclusion practices. Recent implementation of Inquiry Based Learning pedagogy through various projects using social studies and science contexts ensure that staff plan effectively giving children opportunities for children to lead their learning and exercise personalisation and choice. Approaches to Inquiry based learning encourage pupils to be curious and independent in their learning.

Our school was recently inspected, April 2025, by Education Scotland receiving evaluations of Very Good for QI 1.3 Leadership of Change, QI 2.3 Learning, Teaching and Assessment, QI 3.1 Ensuring wellbeing, equality and inclusion and QI 3.2 Raising Attainment and Achievement. The report endorsed our school self-evaluation, and the next steps are evident in our School Improvement Plan.

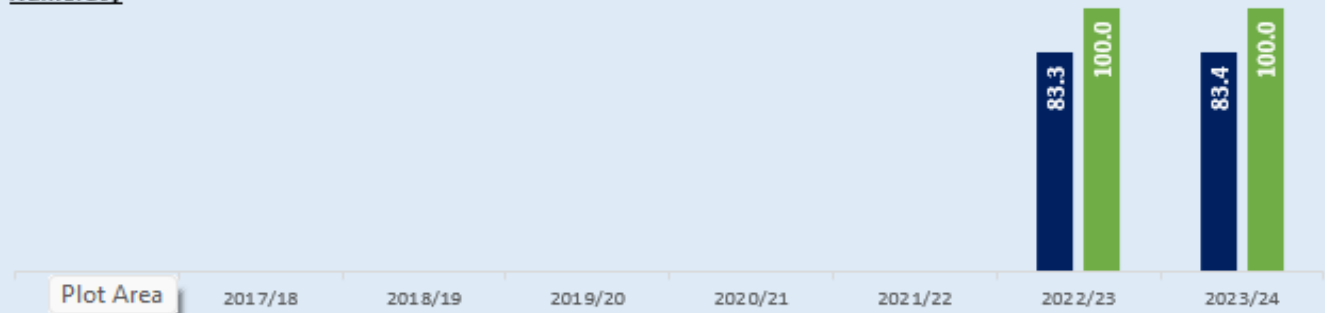
## Performance Data - Achievement of Curriculum for Excellence Levels (official data 2023/24)



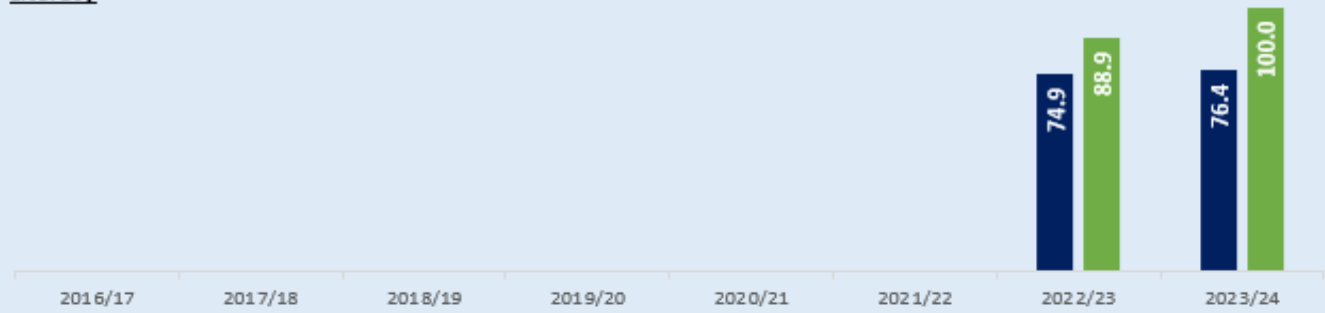
## Excellence Over Time (Mainstream) Charts | Stage: P147 | 2016/17 - 2023/24

■ South Lanarkshire Council ■ School

### Numeracy



### Literacy



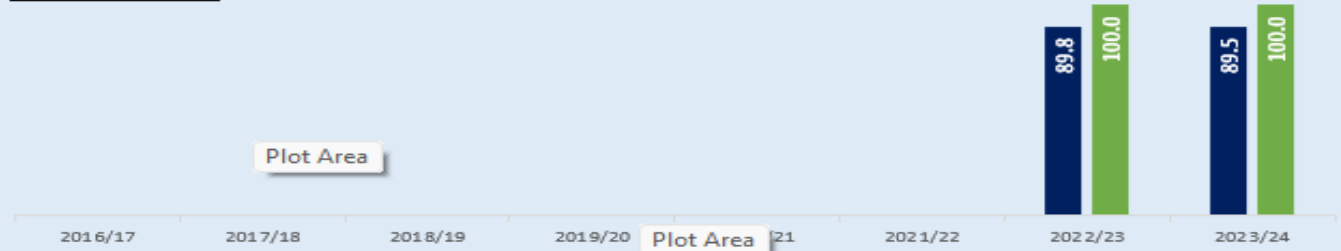
### Reading



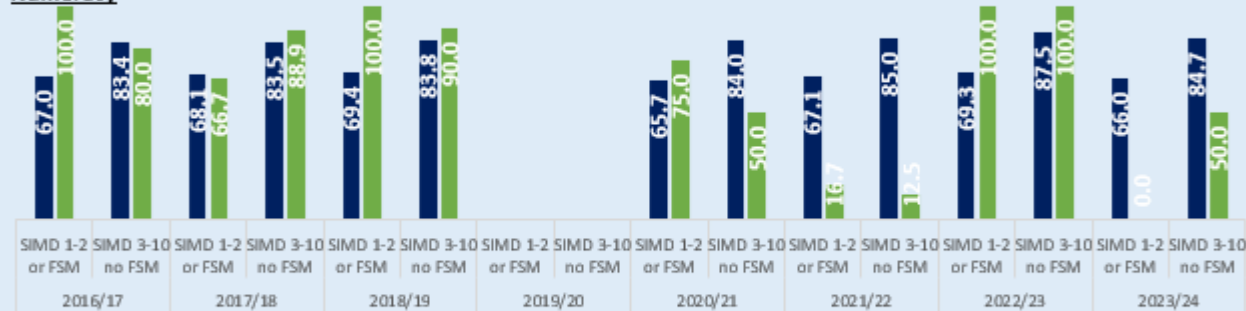
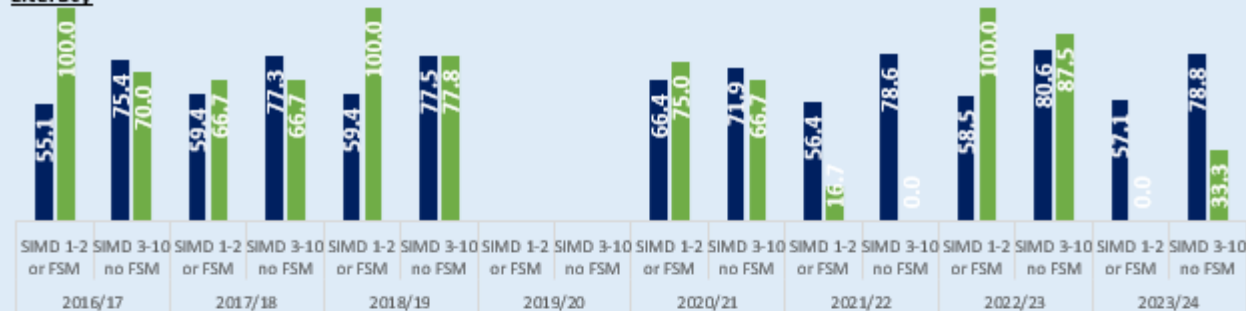
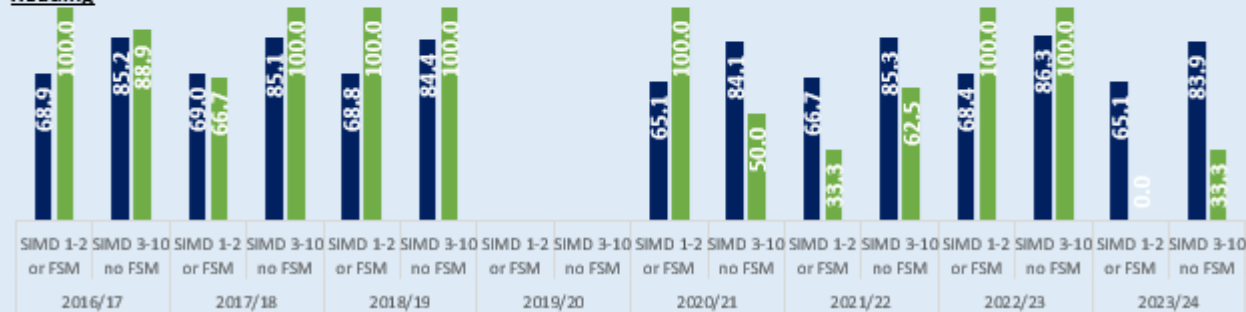
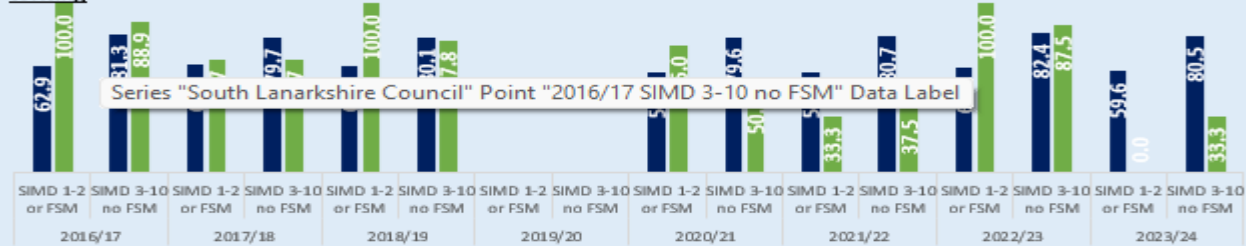
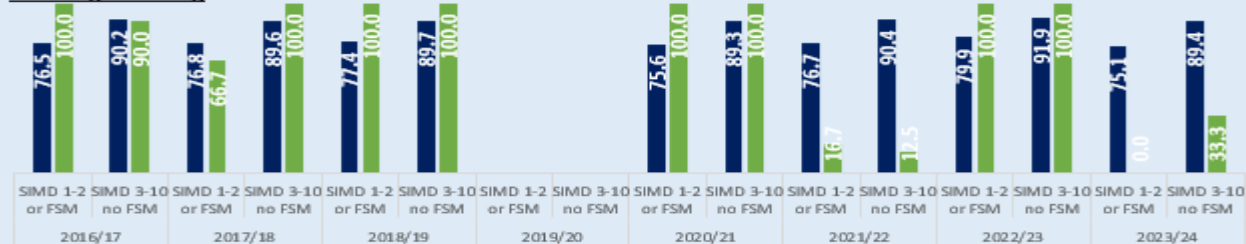
### Writing



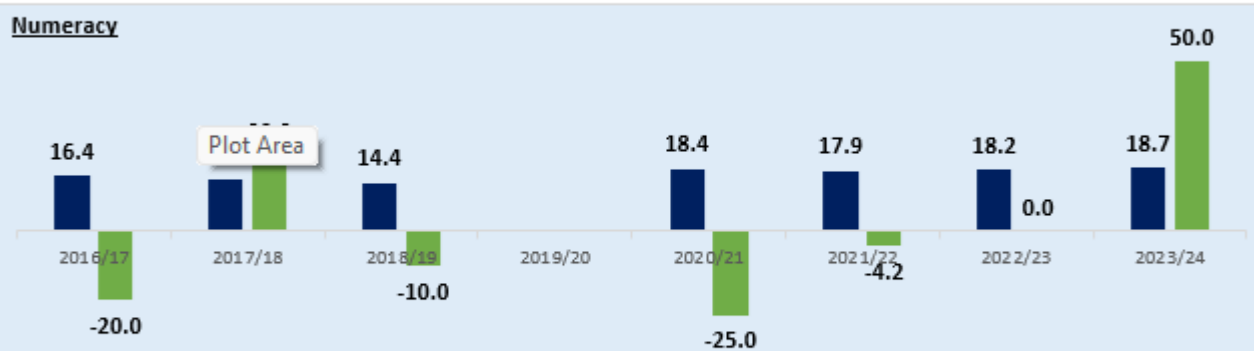
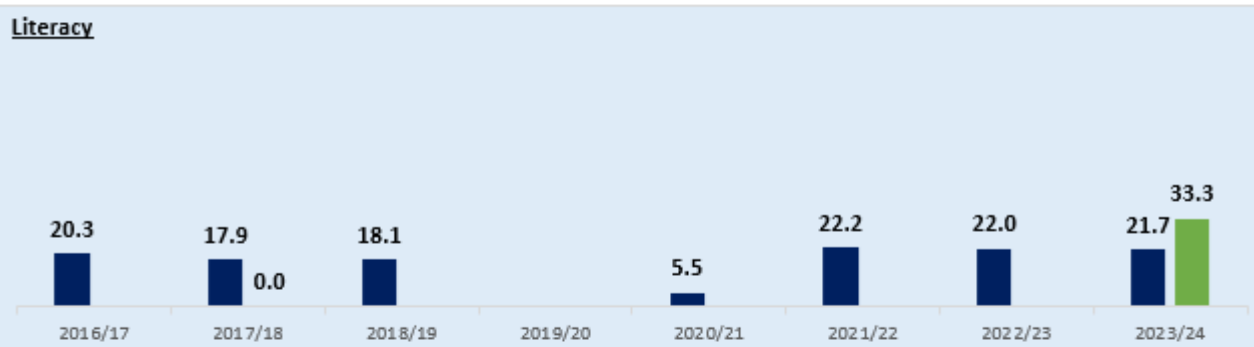
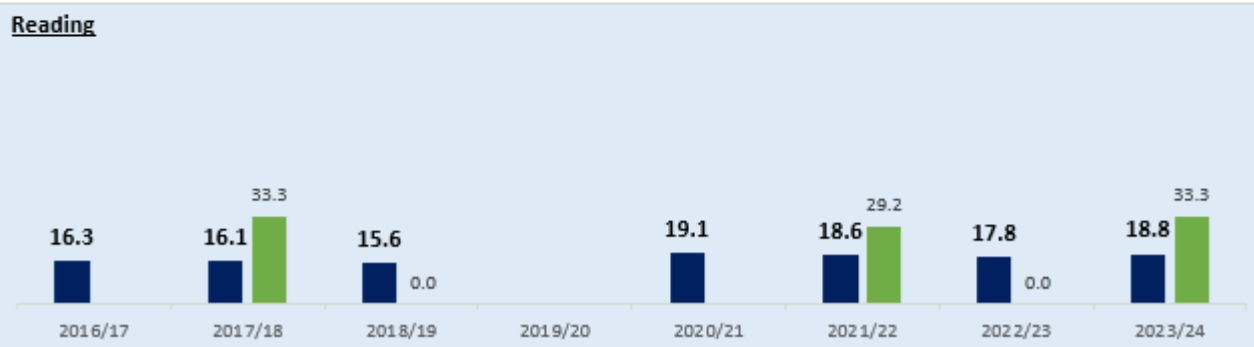
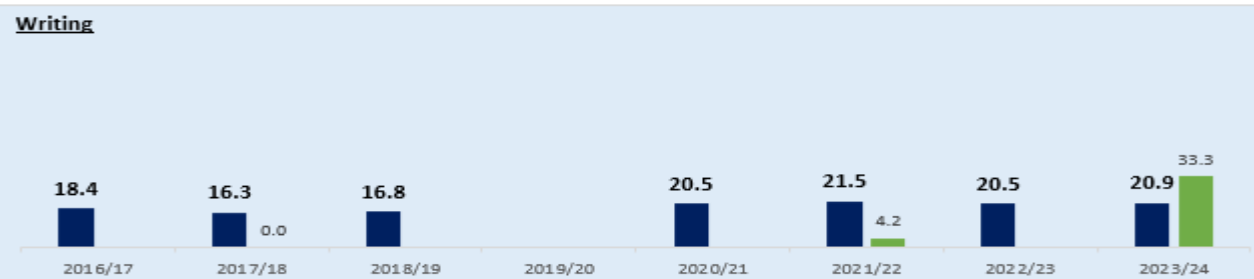
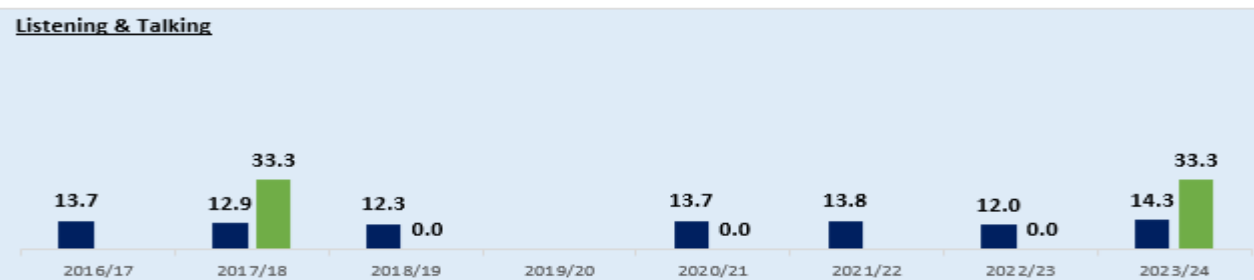
### Listening & Talking



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**Numeracy****Literacy****Reading****Writing****Listening & Talking**

■ South Lanarkshire Council ■ School

NumeracyLiteracyReadingWritingListening & Talking

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 1: Implement VCPA approach

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in achievement, particularly in literacy and numeracy. <b><u>NIF Outcome</u></b> Closing the attainment and achievement gap Choose an item.	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<b><u>SLC Stretch Aims</u></b>  ACEL Primary – numeracy – P1, P4 & P7 combined Choose an item.	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
Numeracy and Mathematics attainment data highlights the need to focus on continuing to improve progress and attainment levels in numeracy and mathematics for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the SLC VCPA Professional Learning offer. (Schools	<ul style="list-style-type: none"> <li>By December 2025 almost all teachers will have increased practitioner knowledge, confidence and skills in teaching Numeracy and Mathematics- using the pedagogical approach VCPA.</li> <li>By December 2025, all pupils will have increased access to a wide range of concrete materials during Numeracy and Mathematics learning. •</li> <li>By March 2026, majority of pupils will be able to select and use the materials they will need to access Numeracy and Mathematics learning.</li> <li>By March2026, majority of pupils will be able to explain their choices around selection of materials and/or strategies</li> </ul>	<p><b><u>August 2025 – May 2026</u></b></p> <ul style="list-style-type: none"> <li>Pupils will begin to engage regularly with problem solving activities in mixed ability groups through Building Our Thinking Classroom.</li> </ul> <p><b><u>November 2025- May2026</u></b></p> <ul style="list-style-type: none"> <li>Teachers and support staff complete pre-CLPL questionnaires</li> </ul> <p><b><u>November INSET Day</u></b></p> <ul style="list-style-type: none"> <li>Teachers, HT and support staff attend CLPL through planned INSET Day and 5 liaison sessions to improve Numeracy and Mathematics learning, teaching and assessment approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to discuss how they approached problems using various taught strategies. Pupil focus groups/questionnaires gauging engagement, confidence and skills.</li> <li>Pre and post- CLPL questionnaire for teachers to gauge knowledge, confidence and skills in supporting learners using the VCPA learning, teaching and assessment approach (November 2025 &amp; May 2026)</li> <li>VCPA resources overview pre and post audit.</li> <li>Information collated from teacher/SLT/pupil learning walks during numeracy and maths learning</li> </ul>	<p>HT &amp; CT</p> <p>HT, CT's &amp; SSA's</p> <p>HT &amp; CT's</p> <p>HT &amp; CT's</p>

should add context specific data)	they use to solve numeracy /mathematical problems.	<p><b><u>November 2025 – January 2026</u></b></p> <ul style="list-style-type: none"> <li>Audit of VCPA materials and follow up procurement of resources.</li> <li>Teachers engage with a range of VCPA resources on SLC Staff Learning Centre, Curriculum Hub.</li> </ul> <p><b><u>January -March 2026</u></b></p> <ul style="list-style-type: none"> <li>Teachers and SLT engage in collaborative activity to support implementation of VCPA approaches. e.g. opportunities to plan/implement/review</li> </ul> <p><b><u>April -June 2026</u></b></p> <ul style="list-style-type: none"> <li>SLT and teachers will gather information about pupils' understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA.</li> <li>Teachers complete post CLPL questionnaires</li> <li>Review progress with implementing VCPA methodology and plan next steps for 2026/27</li> </ul>	<p>about pupil access to and engagement with VCPA materials.</p> <ul style="list-style-type: none"> <li>Teacher and SLT pupil focus groups to facilitate direct observation of pupils engaging with VCPA resources and pupil dialogue which supports pupils to explain their choices and strategies.</li> </ul>	
<b>Progress and Impact</b>				<b>Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda</b>

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 2: Continue to implement Inquiry Based Learning Pedagogy

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in achievement, particularly in literacy and numeracy. <b><u>NIF Outcome</u></b> Closing the attainment and achievement gap Inclusive and relevant curriculum and assessment	<b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  <b>Support children and young people to develop their skills for learning, life and work</b>	<b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <u>Choose an item.</u>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.2 Curriculum <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
Learner engagement for most pupils has improved due to the introduction of pupil leadership groups last session. These sessions have highlighted the impact of pupil voice on learning. We have considered the use of pupil voice to drive Interdisciplinary Learning projects within the school. We will continue to explore inquiry-based learning approaches as a means to increasing pace,	By September 2025 staff will have reflected on current approaches to IDL identifying strengths and areas to be developed.  By December almost all staff will have increased teacher knowledge of the	<b><u>August- October 2025</u></b> <ul style="list-style-type: none"> <li>SLT attendance at leadership CLPL and whole staff attendance at CLPL session 2 and 3.</li> <li>Review of current approaches to IDL during these sessions: staff to complete the SWOT analysis tool.</li> <li>Staff to complete a teacher confidence survey</li> <li>Pupil Leuven scale is undertaken as a baseline for a focus group of learners in each class.</li> </ul> <b><u>October – December 2025</u></b> <ul style="list-style-type: none"> <li>Staff attend CLPL session 4 and 5</li> </ul>	SWOT related to schools current IDL position.  Baseline staff confidence survey.  Results of Leuven scale of engagement focus group  Staff planning materials and professional dialogue related to planning.	HT, Class Teachers



<p>challenge and engagement.</p> <p><b><u>Leadhills PS 2024/25</u></b></p> <p>Data gathered after implementing aspects of Inquiry Based Learning during 2024-2025 demonstrates 94.1% of <b>pupils</b> surveyed in May 2025 indicated that they have enjoyed participating in Inquiry Based Learning approaches, with aspects of personalisation and choice being amongst the most favourite aspects. 100% of pupils said that they were really engaged in their learning using inquiry approach.</p> <p>Recent feedback from HMie highlighted this aspect of pedagogy as being highly effective practice with next steps of:</p> <ul style="list-style-type: none"> <li>• Increased creativity</li> <li>• Extend this approach across</li> </ul>	<p>Inquiry-based Learning Cycle and forming 'Big Questions'.</p> <p>By February all staff will pilot an Inquiry project, this will result in most learners being more engaged in learning activities in class.</p> <p>By February almost all learners will be able to discuss the inquiry cycle and relate inquiry classwork to this approach.</p> <p>By March retrospective planning tools will be used to capture Es and Os covered during the pilot inquiry projects. Staff will work collaboratively to consider next steps.</p> <p>By April Staff will have increased confidence in using the inquiry cycle to guide IDL lessons.</p>	<ul style="list-style-type: none"> <li>• Staff review possible approaches to inquiry and select the approach to pilot in January.</li> <li>• Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards.</li> </ul> <p><b><u>Jan – April 2025</u></b></p> <ul style="list-style-type: none"> <li>• All classes undertake an inquiry-based project.</li> <li>• Learning for this project is displayed in class using the inquiry cycle.</li> <li>• Peer visits of inquiry lessons.</li> <li>• Pupil Leuven scale completed for a focus group of children in each class.</li> <li>• Retrospective planning/ tracking completed, highlighting coverage of Es and O s and skills from the SLC framework.</li> <li>• Staff discussion of projects and collaborative planning of possible next steps.</li> <li>• Staff confidence survey revisited.</li> </ul>	<p>Class visits and professional dialogue.</p> <p>Evaluation of planning/tracking material.</p> <p>Results of Leuven scale of engagement focus group.</p> <p>Results from staff confidence survey.</p>	
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other curricular areas.			Questionnaires Forward Plans GMWP Leuven Scale of Engagement Padlet	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 3 Transition

<p><b><u>NIF Priority (select from drop down menus)</u></b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p><b><u>NIF Outcome</u></b></p> <p>Young people's HWB; enhance impact of GIRFEC and partnership working</p> <p>Improving relationships, behaviour and attendance</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b></p> <p>Improve Health and Wellbeing to enable children and families to flourish</p> <p><b>Support children and young people to develop their skills for learning, life and work</b></p>	<p><b><u>SLC Stretch Aims</u></b></p> <p><a href="#">Choose an item.</a></p> <p><a href="#">Choose an item.</a></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b></p> <p>2.7 Partnerships</p> <p>2.6 Transitions</p> <p><a href="#">Choose an item.</a></p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b></p> <p><a href="#">Choose an item.</a></p> <p><a href="#">Choose an item.</a></p> <p><a href="#">Choose an item.</a></p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Due to school demographics and changing school rolls, there is a need to revise the current transition programme.</p> <p>Most P7 staff have indicated current transition activities no longer reflect the unique contexts of our schools,</p>	<p><u>Learning Community Transition</u></p> <p>Develop a smooth transition programme with shared understanding and expectations between primary and secondary, reflecting the local context of all schools where arrangements are discussed and agreed collegiately.</p> <p>By October 2025 there will be a shared/agreed transition calendar outlining key dates and sharing of relevant information to aid transition.</p> <ul style="list-style-type: none"> <li>Events</li> <li>Paperwork</li> <li>Assessment</li> </ul>	<p><u>August-October 2025:</u></p> <ul style="list-style-type: none"> <li>Prior to 02/09/25 all relevant staff associated with transition within BLC are consulted about their views and suggestions gathered on targeted areas of transition.</li> <li>2<sup>nd</sup> September 2025 HT's meeting with DHT BHS to discuss and</li> </ul>	<p>SWOT related to learning community current position on transition</p> <p>Staff planning materials and professional dialogue related transition programme and content.</p>	<p>HT CT's</p>

<p>and the needs of our young people.</p>	<ul style="list-style-type: none"> <li>• Sharing data</li> <li>• Google Classroom</li> <li>• Visits</li> </ul> <p>By December 2025 there will an agreed draft transition programme with a possible focus on diversity/science.</p> <p>By April 2026 there will an agreed transition programme in place for session 2026/2027 with possible opportunities for collaboration across all feeder school (Possible focus on diversity/science – Trout at Transition).</p> <p>Pilot P7 pupils from feeder schools within Biggar Learning Community will explore racial discrimination through a novel study.</p>	<p>begin to agree a transition program for 2025/26</p> <p><u>October to December 2025:</u></p> <ul style="list-style-type: none"> <li>• HT working party will create a 3-year rolling programme will be created to support the needs of all schools.</li> <li>• Further consultation of views from P7/S1 pupils, staff with responsibility for transition – office/HT's/CT's in primaries and Biggar High School.</li> </ul> <p><u>January- April 2026:</u></p> <ul style="list-style-type: none"> <li>• Pilot P7 pupils and staff within Biggar Learning community feeder schools will have completed an agreed novel unit study with a diverse theme. For example: Planet Omar</li> </ul>	<p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>SWOT analysis of staff and pupils' views to evaluate transition activities for 2025/26 and inform practice for 2026/27.</p>	
<p><u>Small School transition</u></p> <p>Due to the small and exceptionally small school rolls and rurality there is an increasing need to promote engagement across the schools ensuring peer and collegiate socialisation/wellbeing. (staff and pupils)</p>	<p><u>Small School Transition</u></p> <p>Building on current transitions within small school contexts there will be discussion and planning of joint activities ensuring greater socialisation between pupils and staff.</p>	<p>Create a small school's joint transition/activity programme liaising with active schools where appropriate</p> <p><u>August- October 2025</u></p> <ul style="list-style-type: none"> <li>• Consultation with Active Schools Coordinator and HTs of small schools to explore a program of joint activities where pupils can come together and experience various sports.</li> <li>• Expand Trunki's On Tour to include other schools within</li> </ul>	<p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>Results of Leuven scale of engagement of pupils.</p> <p>Pupil and staff surveys re: engagement/participation in joint activities.</p>	

		<p>Lanark/Biggar Learning Community to support improved reading culture and collaboration.</p> <ul style="list-style-type: none"> <li>• Discuss YLoL participation within BLC and associated schools. Agree dates for collaboration and visits and focus.</li> </ul> <p><u>October 2025 – March 2026</u></p> <ul style="list-style-type: none"> <li>• Collaboration/joint activities undertaken with participating schools</li> <li>• Joint SAMH workshop undertaken with associated schools</li> <li>• Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken.</li> </ul> <p><u>April-June 2026</u></p> <ul style="list-style-type: none"> <li>• P7 Residential Broomlee, West Linton May 2026</li> <li>• Evaluation of joint activities and plan agreed for following session.</li> <li>• Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken.</li> </ul>	Evaluation of activities – staff/pupil surveys	
<b>Progress and Impact</b>				<b>Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda</b>

## PEF Improvement Planning and Standards and Quality Reporting for 2025/26

Allocation: £7,350

<p style="text-align: center;"><b><u>SLC Stretch Aims</u></b></p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 &amp; P7 combined  ACEL Primary – numeracy – P1, P4 &amp; P7 combined  Cost of the School Day</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Analysis of NGRT data shows that 49% of P1-7 pupils need support with comprehension skills and developing their understanding of vocabulary.	Reading materials/genre  NGRT Digital GL Assessments  IDL Literacy  Sumdog Literacy – grammar & punctuation & spelling  Author live visits/Literacy Festival	By June 2026 most pupils will demonstrate increased knowledge and application of comprehension strategies.	<p><b>August-October 2025:</b></p> Teaching of core reading skills – inference, summarizing prediction etc. ensuring they are revised during a 4-week rolling program, using group/model text  Audit NL & SLC Moderated Core Reading materials  Trunky's Travels reading genre - audit available genre and update in collaboration with pupils  Core novel – North Lanarkshire pedagogy  <p><b>August-December 2025:</b></p> Continue to ensure use of SLC Grammar & Punctuation across all stages.	IDL Literacy tracker  NGRT Digital GL Assessments (May 2026)  Pupil survey – pre and post  Staff survey – pre and post  Analysis of data/impact throughout the session		

			<p>Ensure use of T4W Model text discussions/pedagogy to elicit knowledge and understanding of skills</p> <p><b>January – June 2026</b></p> <p>Staff CLPL – Closing the Vocabulary Gap / Word Aware</p> <p>Audit Reading genre available to all stages– nonfiction, poetry, play scripts and fiction</p>			
<p>Analysis of MALT data indicates that most pupils of pupils need support with problem solving and developing their understanding of mathematical vocabulary.</p>	<p>Sumdog Numeracy &amp; Mathematics</p> <p>MALT assessments</p> <p>Numeracy &amp; Maths resources – possibly new TJ Textbooks</p>	<p>By May 2026 most pupils will have an increased understanding of problem-solving strategies and applied applications and be able to apply these in given problems.</p> <p>By May 2026 most staff will have an increased understanding of problem-solving strategies and SLC Maths Mastery pedagogy.</p>	See Priority 1	<p>Pre and Post pupil surveys</p> <p>Pre and post staff surveys</p> <p>Standardised assessment data (analysis)</p> <p>Class visits and professional dialogue</p>		
<p>Consultation with stakeholders, along with increased engagement levels evidenced when learning outdoors,</p>		<p>Planning for Outdoor Learning and IDL linked to SLC Skills Framework and Four Capacities</p> <p>Children will be able to review their skills progress and identify their next steps with focus through Outdoor Learning</p>	<p>Action Plan completed and worked on August – February</p> <p>Staff to continue to plan IDL topic and Outdoor Learning linked to SLC skills framework</p>	<p>Class visits and professional dialogue.</p> <p>Evaluation of planning/tracking material.</p> <p>Results of Leuven scale of engagement focus group.</p>		

have shown that our learners are eager to have more outdoor learning opportunities.		<p>Build capacity and confidence in outdoor learning with staff</p> <p>Outdoor learning is embedded across the four contexts of learning</p> <p>Outdoor learning provides high quality, engaging learning experiences, linked to the SLC skills framework</p> <p>Build children's confidence in their own skills</p> <p>Increase children's physical, social and emotional wellbeing</p> <p>Parents will have an increased awareness of Outdoor Learning and how it is used in school</p>	<p>Staff to continue to refer to skills as part of their introduction and plenary to lessons to review skills</p> <p>Children use their knowledge of the language of skills to identify personal skills targets particularly linked to outdoor learning</p> <p>March 2026- Review impact of action plan</p> <p>Staff audit of outdoor learning</p> <p>Sharing good practice/school visits</p> <p>Pupil and parent Outdoor Learning Google form to set baseline and repeated in March 2024 to measure impact</p> <p>Action Plan created by staff Aug-Dec</p> <p>Staff identify outdoor learning opportunities linked to the SLC</p> <p>Skills Framework across the Four Contexts of Learning</p> <p>Staff/children create an outdoor learning Padlet to be shared with parents March 2024</p>	Results from staff confidence survey.		
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	TOTAL SPEND (incl carry forward) £					
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform PEF spend session 2026/2027.</b>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Attachment pledge: <ul style="list-style-type: none"> <li>See the Whole Person</li> </ul>	Class Teacher/s Support Staff Head Teacher	November 2025
Building Racial Literacy: <ul style="list-style-type: none"> <li>Learning Community plan – novel study</li> <li>Staff awareness and understanding of anti-racism/racial literacy</li> <li>Staff to acknowledge anti-racism when planning</li> </ul>	Class Teacher/s Support Staff Head Teacher	June 2026
Digital Literacy: <ul style="list-style-type: none"> <li>Google Educator Level 1 / 2</li> </ul>	Class Teacher/s Support Staff Head Teacher	June 2026
Literacy – Writing <ul style="list-style-type: none"> <li>Continue to embed T4W methodology across P1-7 with new staff</li> <li>Track writing progress using IOS proforma</li> <li>Continue to use hooks to engage writer's</li> <li>Handwriting – consistent approach</li> <li>Feedback – agree whole staff approach and implement for consistency</li> </ul>	Class Teacher/s Support Staff Head Teacher	June 2026
Pedagogy – Success Criteria <ul style="list-style-type: none"> <li>Continuing to ensure success criteria is linked to steps for success</li> <li>Begin to co-create success criteria with staff/pupils</li> </ul>	Class Teacher/s Support Staff Head Teacher	August-June 2026
SLC Skills Framework: <ul style="list-style-type: none"> <li>Track skills within Learning Journals – pupils to comment on skills they have used</li> </ul>	Class Teacher/s Support Staff Head Teacher	June 2026
Pupil Voice: <ul style="list-style-type: none"> <li>Continue with Pupil Parliament committee's</li> </ul>	Class Teacher/s Support Staff Head Teacher	August-June 2026

<ul style="list-style-type: none"> <li>Young Leaders of Learning – Use HGIOURS with pupils regularly</li> </ul>		
UNCRC: <ul style="list-style-type: none"> <li>Assembly calendar</li> <li>Displays linked to UNCRC</li> <li>Right of the Month shared with parents via Sway</li> </ul>	Class Teacher/s Support Staff Head Teacher	August 2025-June 2026
CoSD: <ul style="list-style-type: none"> <li>Relaunch Sharing Shed with parents and local community</li> <li>Funding grants to support – transport, residential costs, trips, masterclass activities</li> </ul>	Class Teacher/s Support Staff Head Teacher	October 2025

### Evaluation of Quality Indicators

School: Leadhills PS

Month: June

Year: 2025

Quality Indicator	School Self-Evaluation	Nursery Self-Evaluation
1.3 Leadership of change	Very Good	Choose an item.
2.3 Learning, teaching and assessment	Very Good	Choose an item.
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Choose an item.
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Very Good	Choose an item.