



OUR IMPROVEMENT PRIORITIES

EVALUATION OF OUR 2025-26 SCHOOL IMPROVEMENT PLAN

We have evaluated our progress against our 2025-26 School Improvement Plan priorities. Below is an overview of our six priorities.

1

WRITING



2

TECHNOLOGY



3

EXPRESSIVE ARTS



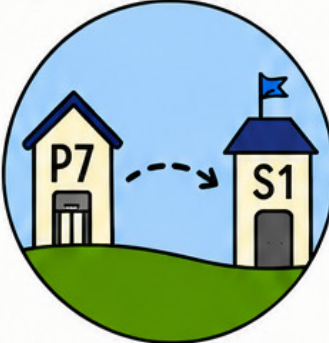
4

ANTI RACIST EDUCATION



5

B.L.C TRANSITION



6

NURSERY SUSTAINABILITY



Working together to learn, grow and achieve



RESPECT



PERSEVERANCE



CARING



TRUST



EQUALITY



HONESTY



EVALUATION OF OUR 2025/26

IMPROVEMENT PRIORITIES

PRIORITY 1

WRITING

We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 1.

EVALUATION



- Professional dialogue with peer review school colleagues evidenced that staff and pupils had made good progress in teaching and learning the pedagogical approach of P.M. The pupil work that staff shared evidenced the pupil progress across the genres; uplevelling of vocabulary and improved use of punctuation and paragraphing.
- Staff evaluations evidence that they are confident working at another CfE level from that which they trained
- Staff self evaluation evidences an increased level of knowledge and skill that enabled the sharing of their learning with colleagues in the peer school review groups.
- Jotter Evaluations by H.T evidenced that the P.M approach is supporting the development of higher level writing.
- **Pupil evaluations** evidence that this approach is enjoyed with some of the older pupils expressing a desire to have more opportunities for "free writing".
- **Parent Council** discussed how their children had enjoyed the structure of the P.M approach, with the process being broken into steps with a goal per step. They stated their children were more confident and happy when discussing their writing. Some parents noted that they could see the difference in the quality of writing at home as well as at school. Examples of uplevelled vocabulary and knowledge of pronouns and adverbials were discussed.

IMPACT



- Staff have continued to develop their teaching approaches with the support of the P.M pedagogy and programme. This has ensured a progressive programme P1–7 and a shared language for all staff and pupils. Jotters evidence the improvement in writing is continuing P1–7.
- The peer group review sessions evidenced that staff were knowledgeable and skilled in their teaching and were able to engage confidently in professional dialogue with their colleagues. All reported that moderating pupil writing across three schools was an effective way of triangulating their evidence of attainment/ professional judgement of Levels

NEXT STEPS



- Current spelling programme could tie in with PM writing.
- Spelling programme to be revised to ensure progression P1–7
- PM reading approach compliments the writing – may be of value to look into this further
- Revisit Bent assessment toolkit



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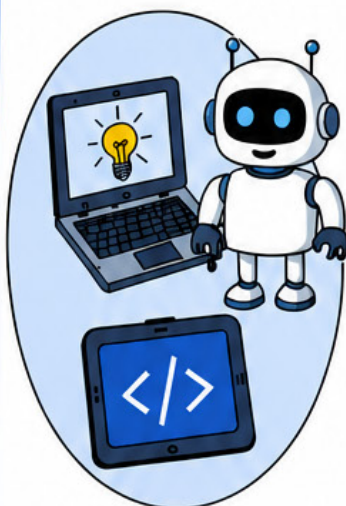
IMPROVEMENT PRIORITIES

PRIORITY 2

TECHNOLOGY

We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 2.

EVALUATION



- All Primary staff & Nursery T.L have been using AI effectively (Gemini/ ChatGPT) to support planning, teaching and learning. This has reduced workload and ensured differentiated, enjoyable learning has been experienced by the pupils. Staff have also used AI to generate differentiated report comments, curriculum posters and policies.
- ICT co-ordinators led staff training for all staff (Primary/ Nursery) as part of the February in-set day. A range of resources introduced with staff having protected time to put these into practice. There was also TIE training on AI dangers and its effects on learners' everyday life. Teaching staff trained in Google Gemini for Education certification.
- Nursery: The STEM Nation Award has supported staff to reflect more critically on progression, breadth and balance within experiences. As a result, practitioners are more intentional in planning opportunities which align with CfE, ensuring technology enhances hands on, exploratory learning.
- **The Parent Council** were pleased that their fund raising to purchase the six Marty Robots and a C-touch were having such a beneficial educational impact. The council also purchased a Cri-cut which was used to make costumes for the dance festival – giving another learning experience in terms of STEM.
- Teaching and nursery staff have attended the twilight sessions organised by SERCC over the year. Staff have evaluated this training as excellent, building up their own skillset and knowledge base, which has impacted positively on pupil learning experiences. Pupils have evaluated this aspect of STEM very positively and would like more STEM based learning experiences
- Being part of the SERCC training has also benefitted staff and pupils in terms of resources, with an £800 Edina grant being used to buy a variety of woodworking tools and a workbench. This will enable pupils to experience a greater variety of STEM activities and will build on from nursery learning experiences in this area.
- A new three year rolling STEM programme has been developed using SLC progression pathway supplemented with SERCC planners and resources. This will ensure that pupils have at least three STEM learning experiences a session and that their skills and knowledge will be built upon prior learning.

IMPACT



- Staff evaluated the training as highly effective and having a positive impact on their knowledge and understanding of AI with regard to teaching and learning.
- AI was used effectively to support staff CLPL regarding lesson planning as part of the moderation work ongoing regarding the inquiry cycle.
- During Term 2 staff planned a 5 week cycle of lessons, each member of staff leading on an aspect of coding. All pupils experienced five methods of coding during this period, by visiting a different classroom each week. The teachers evaluated this as a highly effective way of teaching and learning as each specialised in one area and differentiated according to age and stage of the pupils. Most pupils evidenced a secure understanding of coding and were able to apply their knowledge in each of the classroom. Pupils evaluated this learning experience positively, they enjoyed having different teachers and coding Marty the Robot to dance was a favourite learning activity.
- Observations and termly evaluations evidence that a broad range of digital learning experiences have linked to children's interests and promoted responsive planning approaches. This has enabled the children to have personalised learning opportunities which are motivating and engaging.



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IMPROVEMENT PRIORITIES

PRIORITY 3

EXPRESSIVE ARTS

We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 3.

EVALUATION



- P5–7 pupils and staff presented a fantastic performance of “Scrooge” for the Christmas show. All pupils evidenced the application of performance related benchmarks – talking and listening skills were also improved by the end of the rehearsals and ensured the performance was heard clearly by the audience and other actors. Pupils also evidenced a secure understanding of the role of props and set.
- P6 pupils built on this experience in Term 3 by making all props and set for a play written by all pupils linked to the enquiry based project “The Rainforest”. The pupils also led the auditions and performed the play to the school. This was done almost independently of staff support, evidencing a secure understanding of what is required for a good performance.
- P5–7 pupils performed at the Clydesdale Dance Festival and for the school. The pupils engaged in a block of lunchtime clubs led by a member of staff. Pupils also designed and made their costumes. This experience enabled the pupils to gain a deeper understanding of the work that has to go into a group dance, how a dance is choreographed and links to the selected music and the importance of costume in dance.
- All pupils engaged in Scottish dancing for the Christmas parties in Term 1 and family ceilidh in Term 2. The pupils evidenced a good knowledge of a variety of dances and were confident in performing these for and then with their families. The dances were appropriate for age and stage, becoming more complex by P6/7. Staff observations and pupil evaluations evidence that the pupils are aware of the cultural significance of this genre of dance and are able to apply previous knowledge and skills when learning new dances.
- Nursery – P7 pupils engaged in the writing of a script in Term 2, linked to the Rainforest inquiry project. The theme was a Creation story. Almost all pupils were motivated by this writing experience and developed an understanding of this genre. All pupils enjoyed seeing the script performed and gained an understanding of the importance of the dialogue and description in a script to enable a successful performance to be delivered.
- **Parent Council:** There was discussion about how good the performances were at the dance festival and appreciation of the staff led lunchtime dance club. Some parents stated it was good to see the cri-cut learning linking with Expressive Arts.

IMPACT



- All pupils P1–7 have had multiple experiences of performing across drama and dance. Staff and pupil evaluations evidence that there has been an improvement in performance skills and these have been applied in different learning experiences.
- Staff are confidently using the SLC progression planner and have evaluated that this has increased their own confidence in delivering the outcomes.



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PRIORITY 4

ANTI RACIST EDUCATION

We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 4.

EVALUATION



- Forward plans and teacher evaluations evidence that this aspect of Equalities is becoming more embedded into teaching and learning.
- The inquiry based project and social subjects have been the areas most successful in leading learning about anti racism and decolonising the curriculum.
- The Equalities committee have researched books that are representative of a variety of cultures and races. Currently these are on a separate bookshelf to highlight these but will, in the future, become part of the main library.
- Staff evaluations evidence that they are feeling more confident in discussing many of the themes than they were previously and have a growing awareness of different aspects of equalities as a result of CLPL
- The P7–S1 transition texts for the next three years have an Equalities context. This will ensure that some common learning and a shared understanding has taken place across the LC and can be built on in S1.

IMPACT



- The pupils have learnt a lot from the school assemblies and openly discuss this in class.
- Most children are able to discuss these areas as part of their learning experiences.
- Almost all pupils can define non-racist and anti-racist practices.

NEXT STEPS



- Look at maths and science texts / famous people to give further examples of other races / cultures being scientists/ mathematicians so pupils are aware that not all discoveries are Eurocentric.



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EVALUATION OF OUR 2025/26

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PRIORITY 5

B.L.C TRANSITION

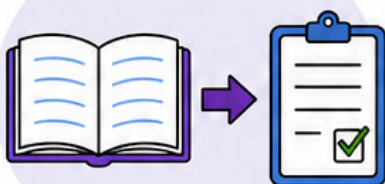
We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 5.

EVALUATION



- Learning Community Transition
- Google forms sent to relevant staff and results were used to inform the timetable created for the year.
- Professional dialogue between Secondary and Primary took place on 2nd September to clarify plan
- All staff agreed the visits to primaries by staff rather than online were more impactful. Discussed starting these earlier in the session – so children meet key staff before the first visit to BHS. Possibly end of October to November.
- P7 teachers will meet with high school during one of the transition days to evaluate this year's transition programme. Results will inform the programme for next session.
- STEM and Enterprise days will continue for P6 and P7. It is important dates are agreed in advance because these need to coincide with pre-lim study leave and December is a busy time in Primary. Set time would be first week in December – P7s on the Thursday and P6s on the Friday.

IMPACT



- Four-year programme for literacy has been developed in consultation with pupils. This year, P7s are all reading 'Diary of a Dyslexic Schoolkid' and work will continue when they attend transition days and then into S1. Other books have been agreed that will be used on a rolling programme and we ensured this will work for multi-composites in smaller schools. When considering books, we extended the initial scope so that a wider range of equalities were considered
- JAT paperwork updated and streamlined. Now only one document that requires updates once initially completed. This ensures consistency of data and ease of use. There was discussion about reorganising some of the columns in the spreadsheet to make it easier to populate as some of the sections were repetitive.



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PRIORITY 6

NURSERY SUSTAINABILITY

We have evaluated our progress against our 2025–26 School Improvement Plan priorities. Below is the evaluation of Priority 6.

EVALUATION / IMPACT



The Nursery Learning for Sustainability lead has successfully developed and implemented a range of meaningful community focused projects which has strengthened children's understanding of sustainability and responsible citizenship in real and relevant contexts.



Initiatives including the establishment of clothing rails and Halloween and Christmas outfit swaps have promoted reusing and recycling within the nursery community, while also supporting equity for families.



Current learning linked to endangered creatures is supporting children to develop empathy, curiosity and early understanding of the importance of protecting the natural world.



A number of new books were purchased to support LfS in EY.



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