

### School Information (Including ELC/Nursery if applicable)

School/Establishment	The Flora Stevenson Primary School
Head Teacher	Steven Eagleson
Link QIEO	Tony Currie

### School Statement: Vision, Values & Aims, Curriculum Rationale

*At Flora's we matter. At Flora's we achieve.*



*Show compassion. Use your words and actions to help others.*



*Be reliable, trustworthy, honest, and fair. Be accountable for your own actions.*



*Be a life-long learner. Strive to do your best and persevere with challenges.*



*Be considerate. Show respect for yourself, others, your community, and the world.*

## Three Year School Plan for Improvement

QI	2024-2025	2025-2026	2026-2027
1.3	<ul style="list-style-type: none"> <li>Develop a shared vision, values and aims relevant to the school and its community</li> </ul>	<ul style="list-style-type: none"> <li>Embed Values and continue to work on Vision and Aims with all stakeholders</li> <li>Develop pupil voice and leadership, including House Groups, to open access to all learners to have a say in their school.</li> <li>Work towards RRS Gold Level</li> <li>Re-engage with Reading schools Award</li> </ul>	<ul style="list-style-type: none"> <li>Achieve RRS Gold level</li> <li>Achieve Digital Schools Award</li> <li>Further develop Pupil Voice and Leadership in areas of school improvement</li> <li>Further develop parent voice in areas of school improvement</li> </ul>
2.2	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Rationale and Design to develop curriculum mapping across stages which is cohesive and progressive and offers challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Review the curriculum offer and resources to ensure a decolonised curriculum reflecting our diverse community.</li> <li>Outdoor learning Framework</li> </ul>
2.3	<ul style="list-style-type: none"> <li>Review approaches to planning, evaluate position and plan for cohesion.</li> <li>Introduce CEC Literacy planners</li> </ul>	<ul style="list-style-type: none"> <li>Refresh and review the school Learning, Teaching and Assessment Policy developing toolkits and approaches which support consistency, cohesion and relevance</li> </ul>	<ul style="list-style-type: none"> <li>Embed HQ Learning and Teaching approaches using the CEC Literacy and Numeracy Strategies</li> <li>Develop a whole school planned and progressive approach to meta skills using Skills Development Scotland framework</li> </ul>
3.1	<ul style="list-style-type: none"> <li>Continue work to embed children's rights in all aspects of curriculum and school life and work towards validating this with RRS Gold award</li> <li>Implement year 2 on Equalities overview</li> </ul>	<ul style="list-style-type: none"> <li>Implement year 3 on Equalities overview.</li> <li>Continue to develop approaches to Sfl and PSA support to impact outcomes for learners in key cohorts.</li> <li>Review and re-introduce our Positive Relationships for Learning policy</li> </ul>	<ul style="list-style-type: none"> <li>Review equalities and inclusion approaches and plan for a school system which is supportive of our values and ethos.</li> </ul>
3.2	<ul style="list-style-type: none"> <li>Develop use of council Pupil Tracking system.</li> <li>Develop staff confidence in teacher judgement using benchmarking and gathering assessment evidence across a Level.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop school tracking systems to ensure a clear picture across all stages, cohorts and groups.</li> <li>Consistent and moderated use of CEC Literacy and numeracy planners, benchmarks and assessment approaches to ensure continued focus on raising attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the challenge and differentiation for all learners, particularly the more able.</li> </ul>
3.3	<ul style="list-style-type: none"> <li>Planned opportunities for developing, demonstrating and valuing creativity and expression through planned projects, MADD, Talent Show, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Working with pupils across school to develop ICT approaches towards gaining Digital Schools Award</li> <li>Expanding community links across the 4 contexts for learning - within the life of the school and the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Creativity and Play Pedagogy review and further development</li> <li>Expanding community links across the 4 contexts for learning - within the life of the school and the curriculum</li> </ul>

## School Improvement Priority 1 2025-26

<b>Priority</b>	Planning and Assessment Approaches
<b>Person(s) Responsible</b>	HT overall Lead Teacher Led Working Groups with Facilitator Identified. DHTs co-ordinate for departments
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Consistent approaches established and shared in a refreshed LTA Strategy</li> <li>• Further embed approaches to pupil involvement in learning across school.</li> <li>• Further embed writing assessment approach.</li> <li>• Develop approaches to planning across the curriculum, ensuring broad and balanced progression across the curricular areas</li> <li>• Review stage planning to ensure balance breadth and progression across the curriculum from P1-P7</li> </ul>

HGIOS 4 QIs	NIF Priority
QI 2.3 – Learning, Teaching and Assessment	Improvement in attainment, particularly in literacy and numeracy.
QI 2.2 – Curriculum	
QI 3.2 – Raising Attainment and Achievement	

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Planning formats and expectations vary across the school, leading to inconsistency. Planning does not always clearly reflect progression or assessment.</p> <p>Tracking of pupil progress through the levels is developing with the new Pupil Tracking system and needs to be further developed and supported as the planning and assessment develops.</p> <p>Assessment data is not used consistently to inform planning or pupil support.</p> <p>There is limited moderation of planning and assessment to ensure consistency and accuracy.</p> <p>Learners do not have a clear say in their progress or assessment progress</p>	<p><b>Streamlined, Progressive Planning Formats</b></p> <ul style="list-style-type: none"> <li>CEC Literacy and Numeracy Planners used by all.</li> <li>Establish whole-school planning guidance with shared expectations.</li> <li>Develop and/or amend frameworks for all curricular areas, streamline guidance and agree a consistent approach to planning.</li> <li>Progressive Frameworks for all curricular areas, covering Benchmarks fully</li> </ul> <p><b>Consistency of approaches to summative assessment</b></p> <ul style="list-style-type: none"> <li>Strengthen approaches to assessment and data analysis.</li> <li>Establish regular moderation opportunities</li> <li>Summative assessment overview – each stage, by term.</li> <li>Develop use of Pupil Tracking</li> <li>Consistent assessment evidence folders/Folios agreed and used</li> <li>A refreshed parent reporting format</li> </ul>	<p><b>Frameworks [2 CATs and 4 hour of Working Groups plus WTA time]</b></p> <ul style="list-style-type: none"> <li>Audit current planning formats and consult staff.</li> <li>Develop and agree on planning templates.</li> <li>Development of Stage Progress Planners for Curricular areas</li> <li>Consult and agree on a new parent reporting format</li> </ul> <p><b>CLPL</b></p> <ul style="list-style-type: none"> <li>Use of Pupil Tracking [Inset 3]</li> </ul> <p><b>Coaching/Peer Support [WTA allocated]</b></p> <ul style="list-style-type: none"> <li>Peer classroom visits looking at aspect of planning for learning</li> <li>Regular Stage Planning Meetings with DHT support are in place to develop moderation</li> <li>Attainment meets with SLT reviewing off-track, beyond track, Q1, FME, EAL and CE on a planned cycle</li> </ul> <p><b>Assessment Resources [Inset 2]</b></p> <ul style="list-style-type: none"> <li>Standardised assessment resources identified and shared</li> <li>Consistent Assessment calendar, resources and evidence collection.</li> <li>Pupils select aspects of evidence of learning for folios.</li> </ul>	<p>All teaching staff use the CEC literacy and Numeracy Planners for planning and assessment.</p> <p>All staff use agreed annual planning overviews that track coverage and learning across level, eliminating gaps and overlap</p> <p>Summative reports for parents are agreed by the school community and balance providing the right level of information to parents while managing teacher workload</p> <p>All staff collect consistent assessment evidence across the year. This is used to describe progress.</p> <p>Almost all teachers report improved confidence and understanding of progression across levels and curricular areas.</p> <p>All pupils have selected two pieces of work to evidence progress in their own learning folios.</p> <p>Current P4 cohort (25/26) increased % for on-track Literacy from 70% to 80% by end of session.</p>	<p>Planning review show consistency and quality improved which improves progression pathways for learners and makes it easier for staff to identify need and support and challenge learners.</p> <p>Staff survey shows increased clarity and confidence.</p> <p>SLT and teachers report improved monitoring outcomes.</p> <p>Comments and feedback from staff and parents/carers</p> <p>Lesson observations show links between planning and pupil progress</p> <p>Pupil books, folios and work evidence progression.</p> <p>Planning feedback from SLT improves.</p> <p>Evidence of targeted support and challenge in planning.</p>

## School Improvement Priority 2 2025-26

<b>Priority</b>	Learning, Teaching & Assessment Strategy
<b>Person(s) Responsible</b>	HT Lead DHT in stages Working Groups
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Assessment and evidence of Listening and Talking.</li> <li>• Consistent approaches established and shared in a refreshed LTA Strategy</li> <li>• Further embed approaches to pupil involvement in learning across school.</li> <li>• Rapid refresh of a revised Teaching and Learning Strategy setting out key approaches and expectations in all classes.</li> <li>• Complete and embed annual planned assessment system.</li> <li>• Integrate approaches to planning for assessment of learning at early stages of lesson planning (Planning Backwards).</li> </ul>

HGIOS 4 QIs	NIF Priority
QI 3.2 – Raising Attainment and Achievement	Improvement in attainment, particularly in literacy and numeracy.
QI 2.3 – Learning, Teaching and Assessment	Closing the attainment gap between the most and least disadvantaged children and young people
QI 2.4 – Personalised Support	

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>The Learning, Teaching and assessment policy is out of date and needs reviewed.</p> <p>Learning intentions are well used across the curriculum, but success criteria are not embedded as a consistent feature, children do not regularly have opportunity to discuss and co-create these.</p> <p>As a school we do not currently follow the City of Edinburgh Literacy Approach for developing writing as a wider part of literacy and as part of the curriculum.</p> <p>Feedback on learning is key to progress. Across the school there is not a consistent understanding of how and when to provide high quality feedback with clear next steps for children to act upon.</p>	<p><b>Shared Learning, Teaching and Assessment Policy and Teacher Toolkit</b></p> <ul style="list-style-type: none"> <li>Review and significantly update our learning and teaching policy.</li> <li>Agree our vision and core expectations/non-negotiables in classroom practice.</li> <li>Develop and implement a whole-school assessment framework.</li> <li>Create a staff toolkit with practical resources and planning support used by all.</li> <li>Use the books below to create supportive toolkits to make effective teaching approaches consistently understood and applied.</li> </ul> <p><b>Explore relevant research</b></p> <ul style="list-style-type: none"> <li>Professional Learning using: <ul style="list-style-type: none"> <li>Rosenshine's Principles in Action (Tom Sherrington)</li> <li>Teaching and Learning Illuminated (Busch, Watson &amp; Bogatchek)</li> </ul> </li> <li>Edinburgh Learns resources on the CEC Literacy Strategy</li> </ul> <p><b>Discuss approaches to writing</b></p> <ul style="list-style-type: none"> <li>Review our approach to writing and align timetables and planning to incorporate: <ul style="list-style-type: none"> <li>Daily opportunities</li> <li>High-Quality Stimulus</li> <li>Audience for purpose</li> <li>Draft/redraft/publish</li> </ul> </li> <li>Reduce significantly the use of printed worksheets which reduce the need to write for purpose across the curriculum.</li> </ul>	<p><b>Staff Working Groups</b> [<i>inset 2 and 4 hours working group time</i>]</p> <ul style="list-style-type: none"> <li>Review core areas of LTA strategy and redefine these to create a set of shared non-negotiable expectations.</li> <li>Using CLPL resources and books, create toolkit supports and guidance for each area.</li> </ul> <p><b>CLPL and Discussion</b> [<i>2 x CAT sessions and WTA time</i>]</p> <ul style="list-style-type: none"> <li>Audit current resources and identify gaps</li> <li>Design a clear assessment policy and model.</li> <li>Training for formative and summative assessment strategies.</li> </ul> <p><b>Moderation</b> [<i>WTA time, CAT x 1, LC CAT x 1</i>]</p> <ul style="list-style-type: none"> <li>Stage moderation time to review progress</li> <li>Peer observations in classrooms to focus on area developed</li> <li>Shared classroom observations with SLT to focus on identified area from toolkit.</li> </ul>	<p>Almost all lessons observed show teaching aligned with agreed principles from LTA Strategy.</p> <p>Almost all staff report greater confidence in the use of assessment and data to effectively inform teaching.</p> <p>All teachers report feeling supported through access to shared materials for supporting the application of the LTA Strategy.</p> <p>Almost all writing lessons observed and jotters reviewed show learning and teaching in line with the CEC Literacy Strategy for writing.</p>	<p>Lesson observations show common effective practices in use.</p> <p>Staff survey indicates clear understanding and ownership of strategy.</p> <p>Improved pupil progress data.</p> <p>Marking/feedback scrutiny shows consistent, effective practices.</p> <p>Assessment data is accurate and used to support pupil progress.</p> <p>Increased engagement in peer observations.</p> <p>Lesson observations and pupil work show appropriate challenge/support.</p> <p>Pupil voice indicates better understanding and engagement.</p>

### School Improvement Priority 3 2025-26 (if applicable)

<b>Priority</b>	Pupil Voice & Leadership Opportunities
<b>Person(s) Responsible</b>	Class Teachers DHT Leads in Department HT Oversight
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Further embed approaches to pupil involvement in learning across school.</li> <li>• Work towards Gold level of RRS award through greater involvement in learners of planning for equalities and rights across school and with partner schools.</li> <li>• Embed the refreshed Values with stakeholders. Further develop school aims and vision.</li> <li>• Implementation of new homework policy and process</li> <li>• Review of reporting and sharing learning across the year.</li> <li>• Involve learners in discussions about evaluation and improvement</li> <li>• Trial different methods of gathering parent/carers views on school improvement</li> </ul>

HGIOS 4 QIs	NIF Priority
QI 2.3 – Learning, Teaching and Assessment	Improvement in children and young people's health and wellbeing
QI 1.2 – Leadership of Learning	
QI 1.3 – Leadership of Change	Placing the human rights and needs of every child and young person at the centre of education



Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Pupil voice is limited and not meaningfully influencing school life.</p> <p>Opportunities for pupil leadership involve small numbers of children in key roles and could be broader and more consistent. They are not all appropriately tracked and developed to ensure that all children have active opportunity to develop skills for learning, life and work.</p> <p>The relationships and behaviour policy has some inconsistent messages and unclear areas such as restorative conversations, flowcharts, and actions for all.</p> <p>Outdoor learning, creativity and sustainability have all been developed in patches over the years but are not consistent ongoing parts of classroom practice.</p>	<p><b>Shared Structure of roles</b></p> <ul style="list-style-type: none"> <li>Some leadership groups consistent with other school in LC.</li> <li>Enhanced use of houses to provide feedback on school improvement</li> <li>Tracking of leadership at class and school level</li> <li>Identification of non-engaged learners.</li> <li>Wider range of opportunities and expand and diversify pupil leadership roles across all year groups.</li> <li>Embed opportunities into lessons and wider curriculum.</li> </ul> <p><b>Shared Values and Approaches to Relationships</b></p> <ul style="list-style-type: none"> <li>Embed values, develop aims</li> <li>Refresh and relaunch behaviour policy in line with staff and parent feedback and new Government B&amp;R report (June 2025)</li> </ul> <p><b>Re-energise Outdoor learning</b></p> <ul style="list-style-type: none"> <li>Plan for outdoor learning at medium term stage.</li> <li>React to opportunities when they present, through class interest, etc.</li> <li>Develop link with Fettes College as outdoor partners.</li> </ul>	<p><b>Systems and Structures</b></p> <ul style="list-style-type: none"> <li>Re-launch roles, including Eco Group, Equalities Group, Reading Ambassadors, Playground Buddies, prefects, and expand these beyond current classes.</li> <li>Consistent roles/opportunities in each class to develop leadership from P1 onwards.</li> <li>Track engagement and review regularly (SLT)</li> <li>Teacher nominations for underrepresented pupils</li> <li>Short-term rotating roles to increase access</li> <li>Review House System to provide feedback and engagement opportunities.</li> </ul> <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>Set up suggestion boxes and digital forms (Class Teachers, ICT Lead).</li> <li>Create a feedback loop: 'You said, we did' displays.</li> <li>Pupil role in class when planning outdoor learning, pupils lead group activities.</li> </ul> <p><b>Share and Spread</b></p> <ul style="list-style-type: none"> <li>Assemblies, class talks, Newsletters and videos to grow and develop approaches to RRS and Values.</li> <li>Develop a Media Team (HT)</li> </ul>	<p>Almost all pupils report that they have a voice in decisions at school.</p> <p>All pupils, including Early Level, have a role in a group or meeting which asks their opinion.</p> <p>Pupils show increased confidence and effectiveness in leadership roles.</p> <p>An increased number of pupils recorded as leading learning experiences.</p> <p>Values are embedded and impacting on discussions and school life.</p> <p>Almost all classes evidence outdoor learning opportunities in two out of the 4 terms.</p>	<p>Pupil survey data shows increased satisfaction.</p> <p>Examples of actions taken based on pupil input are displayed.</p> <p>Forum attendance logs and minutes.</p> <p>Participation tracking by year, gender, ASN, CE, EAL.</p> <p>Observations of leadership in action.</p> <p>Pupil, parent/carers and staff feedback forms and other evaluations.</p>



### ELC/Nursery Improvement Priority 1 2025-26 (if applicable)

<b>Priority</b>	Parental Engagement			
<b>Person(s) Responsible</b>	DHT and EYO's			
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Embed the refreshed Values with stakeholders. Further develop school aims and vision. (1.3)</li> <li>• Refresh emotion talks displays.</li> <li>• Proactively plan BookBug and PEEP sessions evenly over the year.</li> <li>• Review pick up arrangements so that families come into the setting daily, see and have the opportunity to participate in learning activities with their child and interact with staff.</li> <li>• Track engagement against the various opportunities.</li> <li>• Target groups (e.g. EAL) with tailored invitations.</li> <li>• Quantify engagement and plan 'before' and 'after' measures before these interventions start.</li> </ul>			
<b>Links to Quality Framework: Quality Indicators</b>	1.3 Leadership of change QI 3.1 Ensuring wellbeing, equality and inclusion QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)			
<b>Key Issue/Challenge (why?)</b>	<b>What will solve the Issue/Challenge (what?)</b>	<b>Implementation Activities (how, when and who?)</b>	<b>Outcomes (what does success look like?)</b>	<b>Measurements (how will you know?)</b>
Perceived lack of access to the nursery by parents as currently parents collect children from nursery door.	Establish new end of day routines to support arrangements for parents to come in to the nursery daily and collect children from the playroom	New end of day routines trialled in May/June by both rooms. Changes introduced to give learners a choice of story, drawing, puzzles or other quiet table top activities.	Families coming in to the Nursery to collect children, speaking to staff, engaging with their child's activity.	Track which families come in to Nursery – how much time do they spend? Do they speak to staff? Engage with their child's activity? Survey families.
There is not currently tracking in place to monitor parental engagement in nursery opportunities and how this impacts on achievement for learners.	Attendance at bookbug Attendance at stay and play Parental involvement in learning journals	Training on parental involvement for all staff. (CEC Sway) Creating of a system to track Views of parents	Nursery will have data around engagement to review and use to plan further events.	Families will report feeling included in the life of the Nursery and their child's learning.

### ELC/Nursery Improvement Priority 2 2025-26 (if applicable)

<b>Priority</b>	Supporting a range of need through the environment in nursery			
<b>Person(s) Responsible</b>	DHT and EYO's			
<b>Next Steps from Standards and Quality Report</b>	<ul style="list-style-type: none"> <li>• Continue the EYO rotation as this gives all the EYO's experience of different aspects of leadership.</li> <li>• Track pupil engagement outdoors quantitatively – possibly using the Leuven Scale.</li> <li>• Track and display staff CPD.</li> <li>• Give time in weekly staff meetings for sharing of staff learning to disseminate ideas agree on implementation.</li> <li>• Audit use of the curriculum cabin. Track use of the resources placed there.</li> <li>• Track which children ask for stories to be read and when – are there any themes or patterns which staff should be aware of?</li> <li>• Track learners into P1 who have had experience in Flora's Nursery – is there a quantitative or qualitative difference?</li> <li>• Plan for EAL interventions earlier in the year (not waiting until we see they are needed).</li> <li>• Continue to encourage staff to use Up, Up &amp; Away to make judgements about learners to inform next steps.</li> <li>• Produce an annual calendar for GIRFEC needs tying in with DMLO tracking and follow up.</li> <li>• Create overview of interventions from trackers from the first tracking period to identify key themes and plan interventions accordingly.</li> <li>• Review staff confidence around phonological awareness and the language of numeracy.</li> <li>•</li> </ul>			
<b>Links to Quality Framework: Quality Indicators</b>	1.3 Leadership of change QI 2.3 Learning, teaching and assessment QI 3.2 Securing children's progress			
<b>Key Issue/Challenge (why?)</b>	<b>What will solve the Issue/Challenge (what?)</b>	<b>Implementation Activities (how, when and who?)</b>	<b>Outcomes (what does success look like?)</b>	<b>Measurements (how will you know?)</b>
Children with a range of needs interact with resources and learning areas in a range of ways and that the resources on offer should support these needs.	Sign-a-long training  Review and refresh of approach to using visuals in nursery  Review and update responsive planning sheets to ensure that the range of needs are	Sign-a-long training delivered on August InSet day.  All areas reviewed and visuals updated or removed.  New versions of the planning sheets to indicate core, support	Staff using sign-a-long with increasing confidence  Staff and children referring to the visuals for e.g. emotion check ins, time table, use of area.  Each area will offer a range of ways to engage.	Survey staff before and after training. Monitor use through observations.  Observations of staff and learners.  Planning documentation will reflect a variety of provision.

	assessed and acted upon to reflect the needs.	and challenge variations of activities and resources.		Observations of play will demonstrate a range of opportunities.
Some spaces in the Nursery do not have a designated function e.g. the peg area is not planned for so can become unfocussed,	Audit of the use and resource within nursery spaces in both playrooms, outdoors and the peg area. Review results, discuss with staff and come to a shared understanding of our expectations.	September – when new starts are settled. Spot check numbers and activities in designated areas. Discuss at staff meeting and agree guidelines. Review in November.	Staff will be clear and consistent about use of spaces. Learners will be clear about use of spaces. Learners will have an increased choice of spaces and learning opportunities.	Compare use and resourcing before and after action.
<b>Evaluation (January, May)</b>				



School Information	
School/Establishment	Broughton LC
Head Teacher	Broughton HS, Ferryhill, Granton, Floras, Stockbridge
Link QIEO	Tony Currie

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3		<p>Improve learner voice and engagement across LC – seek opportunities for joint working.</p> <p>Develop leadership of learners through implementation of MyWOW Ambassadors.</p>	
2.3		LC moderation to include apt CLPL around delivery of numeracy and literacy progression pathways.	
3.1, 2.6	<p>Transition – enhance engagement through appointment of Transition Teacher and increase in transition activities.</p> <p>Attendance – improve % attendance across the LC and maximise learning.</p>	<p>Transition – embed new Timeline of Transition activities.</p> <p>Review procedures for sharing information to ensure consistency and rigour in statutory duties. (e.g. Record-keeping, development of new Pupil Tracker features).</p> <p>Attendance – improve % attendance across the LC and maximise learning (SEF Bid)</p>	
3.2	LC Moderation - Numeracy	Review of ACEL data using Pupil Tracker to target interventions and accelerate progress in	Improve transition information to include wider achievement as part of Pupil Tracker, building on MyWOW.

		literacy and numeracy across P7-S1, narrowing PRAG.  Implement MyWOW learner profile across the LC and embed in our DYW strategy.	
Additional QIs			

Improvement Priority 1	
<b>Priority</b>	Transitions – ensure effective transition policy and procedures to improve outcomes for young people as move from Primary to Secondary.
<b>Person(s) Responsible</b>	LC SLT
<b>Next Steps from Standards and Quality Report</b>	LC Inclusive practice review: ‘There is significant opportunity to establish universal transition activity prior to the 3-day visit to build relationships and continuity in learning across the community’.

HGIOS 4 QIs	NIF Priority
2.6: Transitions	Parent & Carer Involvement  Performance Information  Improvement

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Some uncertainty around role of TT and responsibilities.</p> <p>Ensuring effective universal transition for learners across Broughton LC.</p> <p>Ensuring effective transition for those pupils requiring targeted and intensive support.</p>	<p>Appointment of permanent Transition Teacher to lead with universal, targeted and intensive transition.</p> <p>Ensure greater clarity around Line Management of TT and who is the Link within each school for the TT.</p> <p>LC needs to set out expectations, roles and responsibilities to ensure rigour and due diligence.</p>	<p>June 2025-June 2026</p> <p>Identify Line Manager for TT and Link for each school (June 2025).</p> <p>Outline R&amp;R as part of recruitment process for permanent TT (May/June 2025). Link with CEC Lead for TT to draw on best practice.</p>	<p>Transition arrangements ensure children and young people’s wellbeing (and raise attainment.)</p> <p>Perceptual Data – learners and family surveys</p> <p>ACEL Data (targets tbc)</p> <p>Attendance Data (targets tbc)</p>	<p>Evidence -</p> <p>Perceptual Data – learners and family surveys</p> <p>ACEL Data (targets tbc)</p> <p>Attendance Data (targets tbc)</p> <p>Minutes of LC Meetings</p>

	<p>Explore professional learning that could enhance TT role e.g. Mental Health, Sustainability, Data Literacy and Pupil Tracking. Link with TT Network across CEC to draw on best practice.</p> <p>Transition – embed new Timeline of Transition activities.</p> <p>Online Transition Team for key staff has been set up to improve communication and evidence gathering of Engagement Activities.</p> <p>Improve understanding of pupils’ needs through robust tracking and monitoring of HWB, attainment and achievement.</p> <p>Data used across LC to identify leading indicators of underachievement and plan strategic early intervention approaches.</p> <p>Review of ACEL data using Pupil Tracker to target interventions and accelerate progress in literacy and numeracy across P7-S1, narrowing PRAG.</p>	<p>Finalise Timetable of Transition Activities 2025-26. Include following:</p> <p>May/June - TT is engaging with out of catchment P7 pupils to improve transition experience.</p> <p>June – 3 Day Visit, Parent Info Evening</p> <p>June LC meeting - review of P7 ACEL data and identify young people for transition support at start of S1.</p> <p>August/September - TT mainly based in HS to support enhanced transition of identified pupils in S1. Could include 1:1 mentoring, group work (Lit, Num, HWB)</p> <p>S1 Welcome Evening (SLT, TT, IST, Parent Council)</p> <p>Targeted Lit/Num accelerator groups (SfL, English &amp; Maths Faculties).</p> <p>An alternative Sports Day for P6 or P7 pupils could be arranged for late September. Link with CL HWB and Sports Leaders/Portfolio Qualifications.</p>		
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		<p>October - TT focuses on the Feeder primaries to support transition of P7 and P6 pupils. Could include 1:1 mentoring, group work (Lit, Num, HWB e.g. Outdoor Learning), whole-class, cross-LC IDL.</p> <p>Small groups of pupils from Feeder Primaries attend HS for different types of curricular experiences e.g. HWB, Maths, English, Science (P6), Art.</p> <p>Track and monitor impact of transition activities (ongoing by TT).</p> <p>June 2026 – Monday 15 June – P7 Parent Information Evening. Tuesday 16-Thursday 18 June. Day 1 – Sports Day (ASC, TT, P7 Staff and Sports Leaders) Day 2-3 – Follow S1 TT in school</p>		
<p>Need to continue using the LC moderation opportunities to improve shared understanding of progression pathways (Literacy &amp; Numeracy) and Benchmarks.</p> <p>TT cannot access Pupil Tracking for each feeder school so this does impact on ability to track</p>	<p>Need to consider how we can embed LC moderation for Literacy and Numeracy by using Secondary FIT and Primary CAT (WTA 4 hours to include Travel). SfL, English and Maths teachers to work alongside Primary colleagues.</p>	<p>There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase.</p> <p>Agreed dates of moderation:</p>		<p>ACEL Data (targets tbc)</p> <p>Attendance Data (targets tbc)</p> <p>Minutes of LC Meetings</p>

and monitor progress of pupils from a LC viewpoint.				
<p>Inconsistency in GIRFEC record-keeping.</p> <p>Inefficiencies in sharing of Transition information.</p> <p>Limited experience of new Pupil Tracking system.</p>	<p>Review procedures for sharing information to ensure consistency and rigour in statutory duties. (e.g. Record-keeping, development of new Pupil Tracker features).</p> <p>Improvements in Pupil Tracking system and professional learning of staff users.</p>	<p>Best practice visits across LC – GIRFEC Record-keeping.</p> <p>Pupil Tracking Professional Learning.</p> <p>Development of Pupil Tracker features (ASN, Interventions, HWB, Wider Achievement)</p>		<p>Quality Assurance activities</p> <p>Risk Assurance activities</p>

### Evaluation (January, May)

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Improvement Priority 2	
<b>Priority</b>	Improving Attendance across the Learning Community
<b>Person(s) Responsible</b>	SLT, SEF PSO, PSOs with a responsibility for attendance in schools
<b>Next Steps from Standards and Quality Report</b>	

<b>HGIOS 4 QIs</b>	<b>NIF Priority</b>
	Parent & Carer Involvement
	Performance Information

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>The current situation in specific LC schools with attendance under 85% is significant, and is resulting in limited progress, focus or impact on those pupils above 85%.</p> <p><b>Ferryhill</b></p>	<p>Intensive support from SEF PSO will with children/families with attendance under 85%</p> <p>Targeted support from SEF PSO with children/families with 85%-90% attendance</p> <p>The above will allow LC schools to add additional focus and time to those between 90% and 95% to avoid their attendance falling below expected levels of</p>	<p>SEF PSO to create a network of staff supporting attendance across the LC</p> <p>LC to continue to work with SDO for attendance in CEC Work collaboratively with EWS</p> <p>Improved attendance – directly linked to HWB, leading directly to improvements in:</p>	<p>The number of under 85% attendance will reduce</p> <p>The number of children under 90% will decrease</p> <p>Learners with under 95% attendance who may be at risk of falling below 90% are prioritised by in school staff to maintain attendance</p>	<p>All staff will understanding National and Local policy – i.e. Included, Engaged and Involved</p> <p>All staff will know that Attendance is a responsibility of all.</p> <p>Regular attendance meetings in school to review and adapt approach</p>
<p><b>Row Labels</b></p> <p><b>Average of Attendance</b></p>				

P1	81.0	attendance/core CEC stretch aims.	Engagement – improving engagement of both pupils and parents in learning.	Target families across the Learning Community with attendance below 95% will receive more support to improve attendance in line with CEC core stretch aims.	Interventions and progress will be monitored to measure impact
P2	98.0				
P3	93.0	School PSOs to provide universal support with attendance with children from 95-90%	Creating a sense of community and belonging.		Attendance and engagement will become a fixed item on LC agenda
P5	99.0				
P6	87.5		Work with staff to develop an understanding of the role of all staff in promoting improved attendance.	A common understanding that poor absence affects attainment, achievement, wellbeing and wider outcomes.	PSO to report back at LC meetings to discuss impact
P7	96.0				
<b>Grand Total</b>	<b>92.3</b>				
<b>Flora Stevenson</b>					
<b>Row Labels</b>	<b>Average of Attendance</b>		SLT/PSO to send information regularly to teachers that provides information on patterns specific to individuals/classes.		All interventions will align with CEC policy Maximising School Attendance
P1	93.5				The number of children under 90% will decrease
P3	96.0				
P4	95.0				Target learners with under 95% who may be at risk of falling below 90% are prioritised by in school staff.
P5	93.5		SEF PSO/individual school PSOs to work with families to improve relationships and respond to barriers which impact attendance.		
<b>Grand Total</b>	<b>94.4</b>				Target families across the Learning Community with attendance below 95% will receive more support to improve attendance in line with CEC core stretch aims.
<b>Granton</b>					
<b>Row Labels</b>	<b>Average of Attendance</b>				
P1	92.3				
P2	91.6				
P3	94.5				



P4	94.0				
P5	92.0				
P6	94.3				
P7	73.0				
Grand Total	92.0				
Stockbridge					
Row Labels	Average of Attendance				
P1	100.0				
P3	99.5				
Grand Total	99.7				

Evaluation (January, May)

Improvement Priority 3	
Priority	Improving pupil leadership opportunities and learner voice.
Person(s) Responsible	LC SLT
Next Steps from Standards and Quality Report	

HGIOS 4 QIs	NIF Priority
1.3 2.6	Leadership  Performance Information

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>An inconsistency of pupil involvement and leadership opportunities across schools impacts the ability to develop a progressive approach to developing skills for LLW.</p> <p>Inconsistent approaches to P7 profiling impacts the ability of the secondary school to readily understand and support learners to continue progress, interests and achievement.</p>	<p>Establishing some consistent approaches to learner voice and engagement across LC providing increased opportunity for greater collaboration between pupils in LC schools.</p> <p>Develop a consistent approach to profiling for P7 into S1 across all LC schools.</p> <p>Develop leadership of learners through implementation of MyWOW Ambassadors.</p>	<p>MyWoW Digital Profiling Tool to be used by all P7 (earlier for some).</p> <p>Consistent leadership opportunities for learners are established in all schools in the LC:</p> <ul style="list-style-type: none"> <li>• MyWow Ambassadors</li> <li>• Which do we need? TBD</li> <li>• House Captains</li> <li>• Pupil Council</li> <li>• Eco</li> </ul>	<p>All P7 LC learners are able to share their skills and achievements including opportunities they have had for leadership through the WoW Profile.</p> <p>Pupil leadership across the LC have consistency which supports learners at transition to better continue with leadership opportunities which interest them.</p>	<p>P7 profile completion information</p> <p>The refreshed policy documentation</p> <p>Minutes and evidence from consistent pupil leadership groups/opportunities</p> <p>MyWoW Ambassadors feedback</p> <p>Learner voice feedback on using the profiling tool and development of skills.</p>

	<p>Agree Pupil Leadership Opportunities and groups to ensure consistency and foster progression of skill development and opportunity.</p>	<ul style="list-style-type: none"> <li>• Equalities</li> <li>• Digital</li> <li>• RRS</li> <li>• JRSO</li> <li>• Sports Leaders</li> </ul> <p>LC pupils to be involved in the review of the shared anti-prejudice and anti-bullying policy.</p>	<p>Secondary My WoW Ambassadors have had opportunity to meet and discuss with feeder primary learners.</p> <p>The LC anti-prejudice and anti-bullying policy has been updated with learner involvement.</p> <p>Pupils are better able to articulate the skills that leadership opportunities have supported.</p>	<p>There have been collaboration opportunities throughout the year for learners in leadership groups from LC schools.</p>
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#### Evaluation (January, May)

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