

School Information (Including ELC/Nursery if applicable)

School/Establishment	The Flora Stevenson Primary School
Head Teacher	Steven Eagleson
Link QIEO	Lorraine Budge

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	Develop a shared vision, values and aims relevant to the school and its community	- Embed Values and continue to work on Vision and Aims with all stakeholders - Develop pupil voice and leadership, including House Groups, to open access to all learners to have a say in their school. - Work towards RRS Gold Level - Re-engage with Reading schools Award	- Achieve RRS Gold level - Achieve Reading School Gold Award - Achieve Digital Schools Award - Further develop Pupil Voice and Leadership in areas of school improvement - Further develop parent voice in areas of school improvement
2.2		Curriculum Rationale and Design to develop curriculum mapping across stages which is cohesive and progressive and offers challenge.	Engagement with new Curriculum Review Cycle and KDU assessment model
2.3	- Review approaches to planning, evaluate position and plan for cohesion. - Introduce CEC Literacy planners	Refresh and review the school Learning, Teaching and Assessment Policy developing toolkits and approaches which support consistency, cohesion and relevance	- Embed HQ Learning and Teaching approaches using the CEC Literacy and Numeracy Strategies - Develop a whole school planned and progressive approach to meta skills using Skills Development Scotland framework
3.1	- Continue work to embed learners's rights in all aspects of curriculum and school life and work towards validating this with RRS Gold award - Implement year 2 on Equalities overview	- Implement year 3 on Equalities overview. - Continue to develop approaches to Sfl and PSA support to impact outcomes for learners in key cohorts. - Review and re-introduce our Positive Relationships for Learning policy	Review equalities and inclusion approaches and plan for a school system which is supportive of our values and ethos.
3.2	- Develop use of council Pupil Tracking system. - Develop staff confidence in teacher judgement using benchmarking and gathering assessment evidence across a Level.	- Further develop school tracking systems to ensure a clear picture across all stages, cohorts and groups. - Consistent and moderated use of CEC Literacy and numeracy planners, benchmarks and assessment approaches to ensure continued focus on raising attainment.	Focus on the challenge and differentiation for all learners, particularly the more able.
3.3	Planned opportunities for developing, demonstrating and valuing creativity and expression through planned projects, MADD, Talent Show, etc.	- Working with pupils across school to develop ICT approaches towards gaining Digital Schools Award - Expanding community links across the 4 contexts for learning - within the life of the school and the curriculum	- Creativity and Play Pedagogy review and further development - Expanding community links across the 4 contexts for learning - within the life of the school and the curriculum

School Improvement Priority 1 (2026-2027)

Priority	PLANNING AND ASSESSMENT IN CURRICULUM DEVELOPMENT
Person(s) Responsible	
Next Steps from Standards and Quality Report	- Further develop staff leadership at all levels through practitioner enquiry, working groups and further areas of devolved responsibility. - Assessment frameworks and resources for key curricular areas. - Start to prepare for the refreshed CfE framework in 2028. Begin to engage with draft Refreshed Curriculum Guidance (KDU Model) - Further develop clear assessment guidelines and processes. - Further evidence of progress to ensure that planned approaches are maintain improving attainment over time. - Develop appropriate screentime and ICT use guidance for stages across school in collaboration with staff, learners and parents.

HGIOS 4 QIs	NIF Priority
QI 1.2 – Leadership of Learning QI 1.3 – Leadership of Change QI 2.3 – Learning, Teaching and Assessment QI 2.2 – Curriculum QI 3.2 – Raising Attainment and Achievement QI 2.7 – Partnerships	- Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged learners and young people;



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?)
Through self-evaluation and analysis of current practice, we have identified the need for further development of planning and assessment approaches in literacy and numeracy. This is a continuation and refinement of collaborative work started last session. Assessment and Moderation is the area requiring focus. The new refreshed curriculum roll-out plan has impacted this area and will need development time for staff to begin to engage with the materials. Parental voice identified a lack of awareness of school approaches to digital learning, screentime and device use.	- Assessment & Moderation Working Groups will provide opportunities for staff to work together developing understanding of the new CEC Framework and build on work from last session to develop shared approaches to assessment which support continuity, progression and improved learner outcomes. - Begin to engage with draft Refreshed Curriculum Guidance (KDU Model) - Consult with all stakeholder (parents/carers, staff and pupils) to create clear guidance on Digital Device Use and Screentime at Flora's	LEADERSHIP WORKING GROUPS INSET 1 (AUG), 8 Hours WTA, CAT 4 (JAN), CAT 8 (JUN) - Create A&M working groups in stages with class teachers and a member of SLT . - Provide WTA (8 hours) and collegiate development time for professional dialogue, collaboration and shared leadership of the identified areas. - The CEC Assessment & Moderation Framework provides a working resource for Professional Learning in Assessment & Moderation. Each group will use this Framework and build on the planning and assessment work from last session to create a shared A&M Strategy for the school providing clarity of purpose and consistency of practice. CURRICULUM IMPROVEMENT CYCLE - Staff PL on plans and timeline for CIC and introduction and planning for the use of the KDU model for assessment in planning INSET 1 (AUG), - KDU for daily/weekly assessment part of stage planning discussions and CAT 3 (NOV) - Staff engagement with CIC draft documentation for session 27/28 through Education Scotland resources. INSET 5 (MAY) DEVICE USE AND SCREENTIME GUIDANCE - Review of approaches to device use and screentime across school to create shared Flora's Guidance to support staff, learners and families. - PARENT FORUM (JUN+AUG 26), LEARNER VIEWS (MAY 26 and SEP 26), STAFF VIEWS CAT 1 (SEP)	- A shared strategy for A&M provides clarity of purpose and direction to A&M activities leading to improved confidence in teacher judgement and in learner outcomes. . - Staff demonstrate increased confidence and shared understanding of progression and assessment standards and a confidence in the changes to come. - Improved moderation and professional dialogue strengthen the accuracy of teacher judgement of ACEL. - Assessment information is used effectively to support learner progress and attainment. - Quality assurance evidence demonstrates increased consistency in learner experiences across the school.	- Completed A&M strategy - Dialogue from Attainment Meetings - Planning folders - Teacher and pupil feedback - Evidence from working groups - QA evidence from classroom observations

School Improvement Priority 2 (2026-2027)

Priority	MEETING THE NEEDS OF ALL LEARNERS
Person(s) Responsible	Headteacher
Next Steps from Standards and Quality Report	- Further develop and embed the use of the new Learning, Teaching and Assessment Strategy and Toolkit. Identifying a core “Flora’s model” of learning expectation for greater consistency across school. - Further develop wider staff understanding of GIRFEC school tracker and systems to support meeting needs. - Develop a clear “GIRFEC at Flora’s” information pack for parents setting out our approaches to support, achievement and inclusion. - Work collaboratively across the school and Learning Community to develop a meaningful Equalities Policy for Broughton LC.

HGIOS 4 QIs	NIF Priority
QI 2.3 – Learning, Teaching and Assessment QI 2.4 – Personalised Support QI 3.1 – Ensuring Wellbeing, Equality and Inclusion QI 3.2 – Raising Attainment and Achievement QI 2.7 - Partnerships	- Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged learners and young people - 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?)
Through self-evaluation, monitoring activities and professional dialogue, we have identified the need to ensure greater consistency and clarity in high-quality learning, teaching and assessment across the school. Developing a shared understanding of effective practice will support staff collaboration, strengthen quality assurance processes and improve learner experiences and outcomes. The equalities policy is not up to date. As a council wide priority all schools need to review their equalities policy. All schools in the Broughton LC will work on this collaboratively this session.	- Further develop and embed the use of the new Learning, Teaching and Assessment Strategy and Toolkit. - Identify collaboratively a core “Flora’s model” of learning expectation for greater consistency across school. - Further develop wider staff understanding of GIRFEC school tracker and systems to support meeting needs. - Develop clear “GIRFEC at Flora’s” information setting out our approaches to support, achievement and inclusion. - Work collaboratively across the school and Learning Community to develop a meaningful Equalities Policy for Broughton LC.	<u>LEARNING, TEACHING AND ASSESSMENT STRATEGY DEVELOPMENTS</u> - Review LTA strategy and audit approaches in use across classes/stages. - Engage staff in professional dialogue around highly effective pedagogy and assessment practices. INSET 2 (AUG 26) and CAT 1 (SEP 26) - Identify the key elements of HQ lesson from research, the Strategy and professional discussions. What does the Flora Lesson Model look like for every lesson? INSET 2 (AUG 26) and CAT 1 (SEP 26) - Shared Classroom Visits 1 and 2 observation and feedback focused on The Flora’s Model identified by staff (SEP 26 and MAR 27) <u>GIRFEC AT FLORAS GUIDANCE</u> - GIRFEC review with all staff – processes, purpose, the role of all agencies and supports, school approaches and impact for all learners and for targeted Learners. INSET 3 (OCT 26) - Learner discussions on supports which help the most and how they feel about their learning. Term 2 (NOV 26) - Draft Guidance agreed with staff from consultation and shared with families. INSET 4 (JAN 27) - Staff, Learner and Families review of impact. Term 4 (JUN) <u>LEARNING COMMUNITY EQUALITIES POLICY</u> <i>(Sustainability focus)</i> - HT will work with cluster school colleagues, staff, learners and families to review, consult and update the Equalities Policy in line with the Council programme. - Six dates for council wide meetings next session are set with further dates for LC group meetings TBA by the 4 schools. - Collegiate school time will be allocated to this work with staff but an outline of the CEC programme has not yet been shared to allow this to be planned. LC CAT A (OCT) and school CAT 6 (APR) have been identified.	- Learners will experience greater consistency in high-quality learning and teaching across the school. - Review of learning shows that the Flora’s Model is consistently used in almost all lessons observed - Staff will be clear and focussed on the approaches which are expected and which make the biggest difference to planning and delivering quality lessons with impact on progress for all learners. - Learners, staff and families will be clear on the processes which underpin GIREFEC At Flora’s, their role in these and how they impact on outcomes for learners. - Learners, staff and families across the school and LC will be clear on the policy and approaches for ensuring equity and equality.	- Feedback from learners, staff and families - Clarity of expectation in lesson planning - Guidance and documentation created - Observation and feedback information from shared visits

School Improvement Priority 3 (2026-2027)

Priority	LEARNER AGENCY AND PUPIL INVOLVEMENT IN HIGH QUALITY LEARNING
Person(s) Responsible	HT, DHTs with lead responsibility, all teachers
Next Steps from Standards and Quality Report	- Further develop staff leadership at all levels through practitioner enquiry. - Continue work towards Gold level of RRS award, Eco Schools Award, Reading School Silver, and Digital Schools Award. - Further develop Flora's Feedback Friday approach to ensure all learners are connected to meaningful change and understand their voice is important. Expand voice of P1 and P2 learners in this.

HGIOS 4 QIs	NIF Priority
QI 1.2 – Leadership of Learning QI 1.3 – Leadership of Change QI 2.3 – Learning, Teaching and Assessment QI 3.1 – Ensuring Wellbeing, Equality and Inclusion	- Improvement in learners and young people's health and wellbeing - Placing the human rights and needs of every child and young person at the centre of education - Improvement in achievement, particularly in literacy and numeracy.



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?)
Staff have not taken part in Practitioner Enquiry for several years and there is a need to support trying out research based approaches to better involve pupils in learning. Flora's Feedback Fridays this year have given a voice to all learners in school but these have not always "closed the circle" with learners seeing the impact of their voice. P1 and P2 have been involved in a sporadic manner. Work toward national awards continues and needs to be consolidated.	- Practitioner Enquiries planned and carried out in staff PRD time. - Further develop Flora's Feedback Friday approach to ensure all learners are connected to meaningful change and understand their voice is important. Expand voice of P1 and P2 learners in this (DHT MA + HT) - Continue work towards Gold level of RRS, Eco Schools Award, Reading School Silver, Digital Schools Award.	PRACTITIONER ENQUIRY HIGH QUALITY LTA – PUPIL AGENCY: - All teachers identify an aspect of HQ learning and teaching linked to pupil involvement and agency for a PRD target for professional learning. PRD Discussions (JUN 26) - Staff will plan for and share focus for a Practitioner Enquiry on their chosen area, using evidence gathering, reflection and evaluation to inform practice. CAT 3 (NOV 26) - From PRD professional development time teachers will carry out an enquiry in class, including professional reading, planning, implementation and evaluation of impact. In classes (NOV 26-JAN 27) - Learners will be involved in evaluating approaches and identifying next steps in learning. In classes (NOV 26-JAN 27) - Staff will share outcomes and effective practice across the school to support sustainability and consistency. CAT 5 (FEB 27) WIDER PUPIL VOICE ACROSS SCHOOL (<i>Sustainability focus – DHT MA</i>) - Flora's Feedback Fridays develop with House Captains and leadership group members planning and delivering these sessions with DHT. - P1 and P2 involvement will be further developed through House Captain Floorbooks in classes, addressing the same themes to gather P1-P2 views appropriately. PUPIL LEADERSHIP GROUPS - With DHT leads, pupil leadership groups will plan and develop approaches across school to support application for the following ongoing awards impacting on experience, engagement and the embedded nature of these areas in the work of the school: - Gold level of RRS award (DHT – MA) - Eco Schools Award (<i>Sustainability focus</i>), (DHT – MA) - Reading School Silver Award (DHT – ED) - Digital Schools Award (DHT – JB).	- A wider range of evidence based HQLTA approaches evidenced in classrooms - Learners will demonstrate increased confidence in discussing and leading their learning. Learners will be able to articulate their progress, strengths and next steps more clearly. - Development of FFF has closed the impact loop and learners can describe how their voice has agency and feel more involved in decisions about their learning. - Staff will demonstrate increased confidence in using Practitioner Enquiry to evaluate and improve practice. - Effective approaches to pupil involvement will be identified and shared.	- Practitioner enquiry posters and evidence folders - Staff feedback - Learner views - Pupil voice evidence, records, and views of learners - Reports from accreditation visits - Sustainability update report

Nursery Improvement Priority 1 (2026-2027)

Priority	Planning, Leadership and Self-Evaluation			
Person(s) Responsible	Eleanor Dickson and Nursery Team			
Next Steps from Standards and Quality Report	Introduce and embed a new planning format informed by CEC training. Planning to include Literacy and Numeracy progression planners and track skills coverage. Up, Up and Away Review, Self-evaluation for improvement.			
Links to Quality Framework: Quality Indicators	Leadership of Continuous 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?)
Need to evidence use of CEC Literacy & Numeracy Progression planners Develop leadership of nursery across staff team Develop understanding and use of the new Education Scotland/Care Inspectorate Shared Framework for Self-Evaluation including new school tracking system for quality improvement. Up, Up and Away assessments not reviewed in a planned way	- Increasing staff knowledge of CEC progression planners and the use of the new intentional planning formats. - Time to share new format with staff and for them to become familiar with it. - Embed use of New QA Tracker in line with school approach to gathering Self-evaluation data.	PLANNING - Staff will attend online and then in person training on planning formats. Planning forms focus of fortnightly planning meetings - New intentional planning format including skills coverage trial with all staff from June 2026 to implement fully in August 2026. Add daily boxes to the area planning sheets. - All key workers supported by EYOs will review and update UUA assessments with the planned framework and a review date will be set with families LEADERSHIP AND SELF-EVALUATION - Through discussion with staff allocate responsibilities for different aspects of Nursery life, involving learners in discussions of choice and voice. 'ASN information' to be added to staff induction and time planned for staff to better engage with polices and guidance. - Planned update time of QA Tracker against new Framework in team meetings and at key Inset Day points to review and gather evidence against the framework.	- Successful planning cycles with feedback informing next steps. - Reviews take place, progress noted and further actions planned where necessary. - Staff feel more empowered and connected to improvement within the nursery. - The use of the QA Framework supports an improved confidence in identifying strengths and next steps.	- Staff confidence - Clear lines of planning in paperwork - Paperwork, families knowing about progress and next steps. - QA Tracker - Meeting minutes - Staff and parent feedback
Evaluation (January, May)				
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Nursery Improvement Priority 2 (2026-2027)

Priority	CURRICULUM			
Person(s) Responsible	Eleanor Dickson and Nursery Team			
Next Steps from Standards and Quality Report	To audit planning and provision for STEM. Increase planned opportunities for learners choice and voice in areas. Development of Bookbug and curricular resources to improve equalities.			
Links to Quality Framework: Quality Indicators	Curriculum			
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?)
- Self –evaluation has identified STEM as an area for development - Staff to be equipped to plan and deliver STEM. - Resources need to better reflect the diverse nature of Flora’s learners	- Review and audit of current use of ICT and STEM and how these opportunities support developing learning. <i>(Sustainability focus)</i> - Additional staff attending Book Bug training to grow both the expertise and the potential reach of these sessions. - Create choosing books for learners to engage with resources on a regular basis. - Professional reading - Visits to other settings	- Audit of areas/provision of STEM activities. Intentional planning including STEM benchmarks expanded and staff to be upskilled. - Focus on STEM in planning and resourcing. Visit other settings to see their STEM provision - Staff engage in professional reading/training to increase their knowledge and understanding of STEM in the curriculum and what quality delivery looks like in an early-years setting - STEM lead (SM) and support (LJ) allocated to take this forward in line with leadership (NIP 1) - Continue to enhance our resources to reflect a wide range of cultures and traditions.	- Continuous provision which provides lots of open-ended opportunities for learners to explore STEM activities. - Learners will be more confident in using the language of learning around STEM activities. - Skills needed for STEM activities will be observed. - Sharing of ideas and expertise. - Wide range of activities which promote STEM skills.	- Planning documents. - Observations - Skills checklist - Staff feedback. - Observations of staff. - Learner and families views



Evaluation (January, May)

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BROUGHTON LEARNING COMMUNITY IMPROVEMENT PLAN 2026/2027

School/Establishment	Broughton LC
Head Teacher	Broughton HS, Ferryhill, Granton, Floras, Stockbridge
Link QIEO	Lorraine Budge

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3		Improve learner voice and engagement across LC – seek opportunities for joint working. Develop leadership of learners through implementation of MyWOW Ambassadors.	
2.3		LC moderation to include apt CLPL around delivery of numeracy and literacy progression pathways.	
3.1, 2.6	Transition – enhance engagement through appointment of Transition Teacher and increase in transition activities. Attendance – improve % attendance across the LC and maximise learning.	Transition – embed new Timeline of Transition activities. Review procedures for sharing information to ensure consistency and rigour in statutory duties. (e.g. Record-keeping, development of new Pupil Tracker features). Attendance – improve % attendance across the LC and maximise learning (SEF Bid)	
3.2	LC Moderation - Numeracy	Review of ACEL data using Pupil Tracker to target interventions and accelerate progress in literacy and numeracy across P7-S1, narrowing PRAG. Implement MyWOW learner profile across the LC and embed in our DYW strategy.	Improve transition information to include wider achievement as part of Pupil Tracker, building on MyWOW.
Additional QIs			

Improvement Priority 1	
Priority	Transitions – ensure effective transition policy and procedures to improve outcomes for young people as move from Primary to Secondary.
Person(s) Responsible	LC SLT
Next Steps from Standards and Quality Report	

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?)
Some uncertainty around role of TT and responsibilities. Ensuring effective universal transition for learners across Broughton LC. Ensuring effective transition for those pupils requiring targeted and intensive support. Role and impact of the Transition Teacher lacks clarity	Ensure greater clarity around Line Management of TT and who is the Link within each school for the TT. LC needs to set out expectations, roles and responsibilities to ensure rigour and due diligence. 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. Transition – embed new Timeline of Transition activities. Data used across LC to identify leading indicators of underachievement and plan strategic early intervention approaches. Review of ACEL data using Pupil Tracker to target interventions and accelerate progress in literacy and numeracy across P7-S1, narrowing PRAG.	All schools will identify 1 link person for TT. One of these will be the main co-contact for TT for co-ordination of work, support and challenge. TT will be based full time at BHS until October break supporting the P7-S1 transition period. TT will establish a short life working group with P7 teaching representative staff from all schools will be identified by HTs. This group will draft a complete Universal and Enhanced transition support offer and timeline. Start on Inservice day 2 – TT complete, share and agreed by October break .	Transition arrangements ensure learners and young people's wellbeing (and raise attainment.) Perceptual Data – learners and family surveys ACEL Data (targets tbc) Attendance Data (targets tbc)	Evidence - Perceptual Data – learners and family surveys ACEL Data (targets tbc) Attendance Data (targets tbc) Minutes of LC Meetings
Need to continue using the LC moderation opportunities to improve shared understanding of progression pathways (Literacy & Numeracy) and Benchmarks.	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.	There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase. Agreed dates of moderation:		ACEL Data (targets tbc) Attendance Data (targets tbc) Minutes of LC Meetings

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Evaluation (January, May)

- Consideration to WTA and clear identification of use of time and training needs.
- Working group P7 teachers and leads August – Sally



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

HGIOS 4 QIs	NIF Priority
	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?)
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%.	Intensive support from SEF PSO will with learners/families with attendance under 85% Targeted support from SEF PSO with learners/families with 85%-90% attendance 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 attendance/core CEC stretch aims. School PSOs to provide universal support with attendance with learners from 95-90%	PSO for attendance to work collaboratively with EWS Improved attendance – directly linked to HWB, leading directly to improvements in: Engagement – improving engagement of both pupils and parents in learning. SEF PSO/individual school PSOs to work with families to improve relationships and respond to barriers which impact attendance. PSO to engage with wider partners to support pupil attendance and signpost parents/carers to supports i.e TAC pilot Creating a sense of community and belonging. Work with staff to develop an understanding of the role of all staff in promoting improved attendance. SLT/PSO to send information regularly to teachers that provides information on patterns specific to individuals/classes. Use Attendance data to identify then target pupils/families across GP, FP, BHS for appropriate additional support P7-S1.	The number of young people with under 85% attendance will reduce Learners with under 95% attendance who may be at risk of falling below 90% are prioritised by in school staff to maintain attendance Target families across the Learning Community with attendance below 95% will receive more support to improve attendance in line with CEC core stretch aims.	All staff will understanding National and Local policy – i.e. Included, Engaged and Involved Regular attendance meetings in school to review and adapt approach Interventions and progress will be monitored to measure impact Attendance and engagement will become a fixed item on LC agenda PSO to report back at LC meetings to discuss impact All interventions will align with CEC policy Maximising School Attendance The number of learners with attendance of under 85% will decrease Target families across the Learning Community with attendance below 85% will receive more support to improve attendance in line with CEC core stretch aims.

	Safeguarding our vulnerable pupils	Support and challenge families to respond to TBCs messages/phone calls. Target persistent latecomers to improve punctuality.	Pupils and families receive additional support. Pupils and parents feel supported. Positive relationships built with key families. Parents/carers understand their responsibility to contact the school re. Absence Pupils and families understand the importance of arriving on time and benefits this can bring. Pupils and families receive positive feedback regarding improvements made.	Increase in number of TBCs resolved daily SEEMiS data shows reduction in latecoming
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Evaluation (January, May)

Identification of need shows priority of Broughton, Ferryhill Granton.

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?)
Current LC Anti-bullying and Equalities policy and pupil version of policy are out of date.	LC schools to work together to create new Anti-bullying and Equalities policy	BLC to take part in Cohort 2 of the CEC Equalities training/programme to develop this. LC schools to identify lead for this. Policy and pupil version of policy to be developed by end of session 2026-27.	Revised anti-bullying and equalities policy and related procedures in line with CEC training. Shared understanding across LC staff, pupils and parents.	The refreshed policy reflects stakeholder feedback and national/local guidance. Pupil surveys and feedback.
Inconsistent approaches to P7 profiling impacts the ability of the secondary school to readily understand and support learners to	Implement MyWOW learner profiling tool for all P4-7 pupils. Approach SDS for support with implementation of MyWOW.	Pupils in P4-7 (then S1) to use MyWoW Digital Profiling Tool Continue with agreed pupil leadership groups in all LC schools:	All LC P4-7 learners have/will use WOW to share their achievements, skills and development through the MWOW learner profiling tool.	P7 profile completion information

continue progress, interests and achievement.	Develop leadership of learners through implementation of MyWoW Ambassadors. Support staff understanding of skills through LC PL session led by SDS. Continue with agreed Pupil Leadership Opportunities and groups to ensure consistency and foster progression of skill development and opportunity. Offer opportunity for LC Equalities/RRS pupil groups to work together.	• <i>Eco / Sustainability</i> • <i>Equalities/RRS</i> • <i>Digital</i> LC pupils in Equalities/RRS group to be involved in the review of the shared anti-bullying and equalities policy.	MWow will be carried into S1 in PSE. Pupil leadership across the LC have consistency which supports learners at transition to better continue with leadership opportunities which interest them. Secondary My WoW Ambassadors have had opportunity to meet and discuss with feeder primary learners. The LC anti-prejudice and anti-bullying policy has been updated with learner involvement. Pupils are better able to articulate the skills that leadership opportunities have supported.	Minutes and evidence from consistent pupil leadership groups/opportunities MyWoW Ambassadors feedback Learner voice feedback on using the profiling tool and development of skills. LC staff evaluation from session led by SDS.
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Evaluation (January, May)

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