

Preston Street Primary School

Improvement Plan 2026-27



Head Teacher

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CONTEXT OF THE SCHOOL

Preston Street Primary School is a non-denominational primary school located in the South-East of Edinburgh. With over 265 children and thirty-six languages spoken, we value and celebrate the vibrant diversity that exists within our community. Our school attracts many families from overseas who come to study at Edinburgh's universities. Preston Street is partnered with Hope Cottage Nursery School and share a school leadership team. Our associated primary schools are James Gillespie's Primary, Sciennes Primary, Royal Mile Primary and *Bun-Sgoil Taobh na Pairce*. Preston Street Primary School feeds into James Gillespie's High School.

- To recognise and manage our own health and well-being and to develop positive relationships.
- To use setbacks as learning opportunities.
- To value, respect, and promote diversity and fairness.

Our Values:

At Preston Street we are:

- Respectful
- Welcoming and Caring
- Creative
- Hardworking

We have eleven classes, as follows: P1, P1/2, P2, P3, P3/4, P4, P5, P5/6, P6, P7A and P7B. This session, specialist teachers have supported PE for P3-7 classes and Mandarin for Primary 7. The Head Teacher is supported by a Depute Head Teacher, a Principal Teacher and a part-time Business Manager. The support staff comprises a School Administrator along with 9 Pupil Support Assistants and an Early Years Practitioner in Primary 1. Our school employs a Pupil Support Officer to support families, promote pupil wellbeing and school attendance and narrow the poverty-related attainment gap. The school has an active Parent Council, which supports fundraising efforts, wider achievement opportunities, and the development of school policies. Extra-curricular activities provided by school staff and partners include Reading Club, Rugby Club, Drama Club, Art Clubs, Basketball Clubs, Volleyball Club, Dance Clubs, Running Clubs, Knitting Club, and Girls' on the Go (fitness) Club.

Capacity for Continuous Improvement:

We use a range of data to focus on improvement through self-evaluation:

- Views of parents/carers, children, and staff are gathered and used to inform improvement planning.



- Data from assessments, including standardised assessments, helps identify priorities for targeted support and intervention.
- All staff participate in annual performance conversations to identify opportunities for career-long professional learning.
- Planning and attainment meetings support tracking of attainment and the impact of targeted intervention.
- Classroom observations and sharing of effective teaching practice, including with teachers from other settings, foster professional dialogue and build capacity across the school.

School is committed to providing an inclusive and supportive learning environment where all children can thrive. With a focus on strong literacy and numeracy skills, health, and well-being, and promoting diversity, our school is dedicated to continuous improvement and ensuring every child's success.

- We work closely with colleagues in the James Gillespie's High School learning community.
- We continue to seek support from partner agencies to offer best service to our children and their families.
- Over 40% of our learners are learning English as an Additional Language (EAL).
- Over half of our learners are from black and minority ethnic heritage.
- Over a quarter of our learners live outside our school catchment.
- Our school roll changes throughout the session due to high mobility in the city centre.
- We have wide ranging business links in our local community.
- Professional Learning is well embedded with staff having opportunities to share expertise and engage in professional learning.
- We have a Pupil Support Officer funded through Pupil Equity budget to focus on health and wellbeing, attendance and family support.
- We have a small team of dedicated Pupil Support Assistants who provide high quality support to many pupils through a variety of successful interventions.
- Equity is central to our school ethos, and we work hard to reduce the cost of the school day for our families.
- We have a dynamic Parent Council who support the work of the school.
- Parents are very supportive of the school, and we have a high level of trust in our school community.
- We have a very successful partnership with Hope Cottage Nursery school which is also managed by the school's leadership team.
- Preston Street Primary sits firmly within its community: we have strong partnerships locally.

CURRICULUM RATIONALE

We aim to provide a holistic curriculum that equips students with the skills, knowledge, and values necessary to thrive in an ever-changing and interconnected world. We promote the development of health and wellbeing for all. We enable learners to develop lifelong love of reading. We offer opportunities for both independent and collaborative learning. We value outdoor learning and physical activity. We prioritise social and emotional wellbeing. Our curriculum embraces inclusivity, diversity, and anti-racism as core values, ensuring that all students feel valued, respected, and represented within the learning environment.

Improvement Priority 1

Priority	a) Improve writing attainment and progress, especially in P4 and P7. b) Narrow the attainment gap in literacy.
Person(s) Responsible	Danny Hoyle (HT), Louise McGaffin (PT) , Penny Short (SfL) and Colette Nimbley (literacy lead) class teachers in literacy working group.
Next Steps from Standards and Quality Report	- Continue to develop pace and challenge for learners in reading and writing, to ensure that children are challenged to apply their learning in unfamiliar contexts. - Continue to moderate learning, teaching and assessment in a robust and analytical manner in literacy. - Continue to develop quality of teaching through shared classroom experience focusing on key aspects of the Edinburgh Learns Teachers' Charter with a focus on high quality formative assessment, feedback and differentiation in literacy.

HGIOS 4 QIs	NIF Priorities
1.1 Self-Evaluation for Self-Improvement 2.3 Learning, Teaching and Assessment 1.3 Leadership of Change 3.2 Raising Attainment and Achievement	School Improvement Curriculum and Assessment Teacher Professionalism School Leadership

Key Issue/Challenge (why?)

Teachers

- Need to develop practice in applying our whole-school literacy framework to plan effective learning, teaching and assessment activities that raise attainment in writing.
- Need to develop pedagogical knowledge in effective approaches to teaching spelling, grammar, punctuation and handwriting.
- Inconsistency in the teaching of writing and the development of the 'writing week', with a need to focus on short-burst writing and talk for writing approaches to scaffold planning.

Children

- Gaps in vocabulary of tier 2 and tier 3 words for learners in our School Equity Group, learning English as an Additional Language.

- Weak application of phonics to spelling; 17% of pupils have a standardised score below 85% in P3 and 18% in P6. Data shows a need to focus on the revision of phonics and spelling from P3-7.
- Limited sight recognition of familiar words.
- Literacy moderation highlights need for increased focus on spelling and basic punctuation of sentences.
- Not yet stage-appropriate consistent use of capital letters and full stops.

School

- Limited opportunities to write for a purpose and have this recognised beyond the classroom.

What will solve the Issue/Challenge (what?)

Professional Learning

- Literacy Working Group to develop consistent approaches to and moderate the teaching of spelling, handwriting, grammar and punctuation.
- Develop use of the CEC Literacy Progression Pathways to support planning for appropriate progression through a level.

Practice and pedagogy

- Teaching to develop pupil vocabulary and oral language: oral rehearsal of written work, modelling, and identification of target tier 2 and tier 3 vocabulary based on text choices and consistent use of Word-of-the-Week (WotW) practice.
- Modelling of reading and exposure to high-quality texts: adults to read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate.
- Consistency of phonics and spelling teaching. Implement daily teaching of phonics in P1 to P3 and spelling patterns in P4-P7 using agreed scheme.
- Embed short-burst writing, WotW and Talk for Writing approaches to provide challenging contexts for writing across the week.
- Sustain use of established strategies to support EAL learners: barrier games, oracy trios, substitution tables and over-writing.

Systems and processes

- Develop moderation practices to ensure consistency in the teaching and assessment of writing.
- Continue to assess, track and respond to learners' acquisition of English.

Implementation Activities (how, when and who?)

- Literacy Working Group activities across the session. Form and clarify focus at Inservice 1, check progress at Inservice 3, develop at LT CAT 1 and share at LT CAT 4.

- Cold Piece writing assessment introduced across the year by Colette Nimbley. Cold Piece 1 (15.9.26, DM 2), Cold Piece 2 (1.3.27, LT CAT 3) and Cold Piece 3 (5.5.27, Inservice 5).
- Literacy Moderation 1 (29.9.26) and Literacy Moderation 2 (23.3.27).
- Develop use of the CEC Literacy Progression Pathways in planning (class teachers).
- Daily teaching of phonics and spelling in P1 to P7 using the agreed scheme, with daily short-burst writing.
- Develop and apply EAL strategies to support vocabulary and writing.
- Shared Classroom Experiences with reflection and feedback with a focus on learning and teaching will enable a shared understanding of high-quality literacy learning and teaching.
- Literacy observations on Learning Journals completed by 28.11.26 and 5.6.27 detailing positive feedback and clear next steps in relation to literacy attainment.

Outcomes (what does success look like?)

Learner outcomes

- Writing attainment improves to 80% in P4 and 85% in P7
- The attainment gap in literacy between the school equity group and non-SEG peers narrows from +23 (2026) to + 18
- Pupils receiving targeted intervention continue to make good progress

Adults' knowledge and practice

- Staff knowledge and confidence in teaching spelling, grammar, punctuation, handwriting and writing increases from baseline gathered by the Literacy Working Group.
- Shared Classroom Experience demonstrates that almost all staff apply agreed approaches consistently.

Systems and processes

- Moderation and the CEC Literacy Progression Pathways are embedded and used consistently across stages.

Measurements (how will you know?)

Type of data

- Performance: ACEL data, Standardised Spelling (SWST) and NSA data, Cold Piece writing assessments and SfL intervention tracking.
- Perception: learner, staff and family survey data and working group staff confidence survey.



Process: literacy moderation records, attainment meeting notes and Shared Classroom Experience observations.
When and who - Pupil Tracker reviewed termly; attainment meetings three times per year; literacy moderation in September and March; Cold Piece three times per year. - Measuring led Literacy Working Group, Penny Short and Colette Nimbley. HT Quality assurance triangulation through the QA calendar.
Evaluation
<u>January</u> <u>May</u>

Improvement Priority 2	
Priority	a) Improve numeracy attainment and progress, particularly in P2, P3 and P7 b) Narrow the attainment gap in numeracy
Person(s) Responsible	Simon MacLean (DHT), and Numeracy Working Group led by Leanne Inglis.
Next Steps from Standards and Quality Report	- Continue to develop pace and challenge for learners in numeracy, to ensure that children are challenged to apply their learning in unfamiliar contexts. - Continue to moderate learning, teaching and assessment in a robust and analytical manner in numeracy.

HGIOS 4 QIs	NIF Priority
1.1 Self-Evaluation for Self-Improvement	School Improvement
2.3 Learning, Teaching and Assessment	Curriculum and Assessment
1.3 Leadership of Change	Teacher Professionalism
3.2 Raising Attainment and Achievement	School Leadership

Key Issue/Challenge (why?)

Teachers

- Numeracy attainment is broadly stable at 87% across P1 to P7, but progress has dipped at P2 and P7
- There is variation in the consistency of concrete, pictorial and abstract (CPA) approaches and in the use of differentiation to provide appropriate pace and challenge.

Children

- The school equity group numeracy gap has narrowed sharply from +38 (2025) to +14 (2026) but remains and requires sustained targeted intervention.
- 77% of learners in the school equity group are on track in numeracy; a minority require further support in order to progress.
- Learners need more frequent opportunities to apply numeracy skills in more challenging contexts.

School

- Consistent use of agreed resources and CEC Progression Pathways is needed across all classes to ensure progression through all levels.

What will solve the Issue/Challenge (what?)

Professional Learning

- Numeracy Working Group, led by Leanne Inglis with oversight by DHT Simon MacLean to develop and share effective pedagogy.
- Professional learning on CPA approaches, open-ended challenge tasks and the use of PACE grids to support differentiation.

Practice and pedagogy

- Embed consistent use of concrete materials in every class to support the concrete, pictorial and abstract approach.
- Develop a culture of open-ended, challenge activities that provide challenge and application in unfamiliar contexts.
- Use PACE grids to plan differentiated tasks that both support and challenge all learners.

Systems and processes

- Embed consistent use of agreed resources and planners to ensure progression through the curriculum.
- Provide universal and targeted intervention for identified school equity group, coordinated through attainment meetings.

Implementation Activities (how, when and who?)

- Numeracy Working Group activities across the session. Form and clarify focus at Inservice 1, Check progress at Inservice 3, develop at LT CAT 1 and share back at LT CAT 4 (Leanne Inglis).
- Simon MacLean leads Numeracy Moderation 1 (22.9.26) and Numeracy Moderation 2 (9.3.27), introduced at DM 1 (25.8.26) and SO 9 (9.2.27)
- Daily numeracy teaching using CPA approaches, open-ended challenge and PACE grids.
- Equalities/Equity data shared by class at SO 1 (18.8.26) and SO 7 (12.1.27) (Simon MacLean).
- Numeracy observations on Learning Journals completed by 7.11.26 and 8.5.27 detailing individualised strengths and clear next steps.

- Impact of intervention tracked through attainment meetings three times per year.

Outcomes (what does success look like?)

Learner outcomes

- Numeracy attainment at P3 improves to 88% and in P4 to 90%. In P7 attainment improves to 90%
- The school equity group numeracy gap narrows further from +14 (2026), to +10 (2027)
- 75% of school equity group learners make appropriate progress in numeracy.

Adults' knowledge and practice

- Staff confidence and professional knowledge in teaching and assessing numeracy increases, measured against CLPL baseline survey.
- Notes from attainment meetings show that almost all staff use agreed CPA and differentiation strategies effectively.

Systems and processes

- Pupil Tracker is used consistently by all class teachers to review impact and inform universal and targeted intervention.

Measurements (how will you know?)

Type of data

- Performance: ACEL data, Pupil Tracker data, SumDog and NSA assessments.
- Perception: learner, staff and family survey data and the CLPL staff confidence survey.
- Process: attainment meeting notes, numeracy moderation records and Shared Classroom Experience observations.

When and who

- Pupil Tracker reviewed termly; attainment meetings three times per year; moderation in September and March.
- Measuring led by Simon MacLean and Leanne Inglis (Numeracy Working Group), with SLT quality assurance triangulation through the QA calendar.

Evaluation

January

May

Improvement Priority 3

Priority

Ensure children have access to high-quality learning in all curriculum areas including Learning for Sustainability.

Person(s) Responsible	Louise McGaffin, Curriculum and Sustainability Working Group led by Rebecca Izzard, Equalities led by Daniel Gray, Digital Learning led by Ross Anderson.
Next Steps from Standards and Quality Report	• Further develop our spiral curriculum model to coherently incorporate heritage, sustainability into projects at each stage. • Consider how we can best make use of the range of resources in our local area. • Incorporate digital pupil profiling into our practice P4-7.

HGIOS 4 QIs	NIF Priority
QI 1.1 Self-evaluation for self-improvement (evidence gathering, stakeholder engagement, data-informed planning) QI 2.2 Curriculum Pathways QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment and achievement QI 2.7 Partnerships QI 3.3 Increasing creativity and employability	Health and Wellbeing School Improvement Employability and Skills

Key Issue/Challenge (why?)
Teachers • The entitlement to Learning for Sustainability needs to be met consistently and progressively across all stages rather than delivered as add-ons. • There is variation in how curriculum areas beyond literacy and numeracy are planned for breadth, depth and progression. • Digital learning and digital pupil profiling at P4 to P7 require further embedding. Children • Learners need coherent, progressive experiences that connect local and global sustainability issues and equip them to think critically and take action. • Opportunities for personalisation, outdoor learning and meaningful contribution to the community need to be consistent across stages. School

- The curriculum rationale and spiral curriculum model need further development to incorporate heritage and sustainability coherently at each stage and to reflect our community context and commitment to equity.

What will solve the Issue/Challenge (what?)

Professional Learning

- Curriculum and Sustainability Working Group, led by Rebecca Izzard, to audit provision against the Learning for Sustainability entitlement and the relevant Sustainable Development Goals.
- Digital learning professional learning led by Ross Anderson.
- Consider sustainability through an Equalities lens (Daniel Gray to lead)

Practice and pedagogy

- Develop the spiral curriculum model to incorporate heritage and sustainability progressively at each stage.
- Embed outdoor learning and global citizenship as planned, progressive parts of the curriculum.
- Incorporate digital pupil profiling at P4 to P7.

Systems and processes

- Strengthen monitoring and evaluation of the curriculum using data and feedback from learners, families and staff.
- Make best use of local area resources and partnerships to strengthen sustainability learning.

Implementation Activities (how, when and who?)

- Curriculum and Sustainability Working Group across the session. Form and clarify focus at Inservice 1, check progress at Inservice 3, develop at LT CAT 1 and share back at LT CAT 4 (Rebecca Izzard).
- 4 digital learning sessions delivered to teachers across the session. LT CAT 1 (27.10.26), SO 4 (10.11.26), SO 7 (12.1.27) and SO 11 (18.5.27) (Ross Anderson).
- Audit and map the Learning for Sustainability entitlement against the SDGs across all stages (Working Group, Term 1).
- Embed outdoor learning and global citizenship within planning (class teachers, ongoing).
- Introduce digital pupil profiling at P4 to P7 (Ross Anderson, class teachers).
- Curriculum monitoring through the QA calendar, pupil voice and family feedback (SLT).

Outcomes (what does success look like?)

Learner outcomes

- All children access high-quality, progressive learning across all curriculum areas, including planned Learning for Sustainability experiences linked to the SDGs and UNCRC.
- Pupil engagement in and ownership of sustainability and digital learning increases.

Adults' knowledge and practice



- Staff confidence in planning and delivering Learning for Sustainability increases from a baseline set by the Working Group audit.
- Digital pupil profiling is embedded and used consistently at P4 to P7.

Systems and processes

- The curriculum rationale and spiral model reflect community context, equity and sustainability, with monitoring evidence showing consistency across stages.

Measurements (how will you know?)

Type of data

- Process: Working Group audit curriculum mapping, planning monitoring.
- Perception: pupil, staff and family voice and survey data.
- Performance: engagement and achievement evidence captured on Learning Journals and digital pupil profiles.

When and who

- Monitoring termly through the QA calendar, with Working Group review at LT CAT 4.
- Measuring led by Rebecca Izzard, Ross Anderson, Daniel Gray supported by SLT.

Evaluation

January

May

Improvement Priority 4	
Priority	Ensure all children access a safe, purposeful learning environment that is inclusive and ambitious for all.
Person(s) Responsible	Danny Hoyle, Simon MacLean and teachers.
Next Steps from Standards and Quality Report	• We need to promoting wellbeing, training and collaborative working for our support team. • Develop and embed a whole-school Positive Relationships and Behaviour framework, ensuring a shared and consistent approach to promoting positive behaviour across all classes and spaces, balancing relational approaches with meaningful consequences. • Ensure whole-school expectations around behaviour are co-created with pupils, staff and families and consistently applied.

	• Provide professional learning to develop staff understanding of different perspectives, including the impact of trauma, additional support needs and individual pupil circumstances on behaviour. • Audit and refresh current approaches to relationships and behaviour, identifying gaps in consistency across classrooms, playgrounds and communal areas. • Continue to develop Zones of Regulation, Building Resilience and LEANs as structured, age-appropriate pupil programmes to build social skills, emotional regulation and respect for others. • Increase family engagement around emotional wellbeing support, communicating clearly what is in place and how families can be involved. • Monitor and track behaviour data termly to measure the impact of actions and identify where further intervention or support is needed.
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HGIOS 4 QIs	NIF Priority
1.1 Self-evaluation for self-improvement 1.3 Leadership of Change 3.1 Health and wellbeing, Relationships and Inclusion 2.4 Personalised Support	Health and Wellbeing School improvement School leadership Teacher professionalism

Key Issue/Challenge (why?)
Most children across the school are enthusiastic to learn and well behaved. We now need to ensure that all children, staff and parent are included in our school ethos, based on human rights and that all forms of discrimination are challenged. All staff need to be able to understand roles and responsibilities and practice in supporting relationships and behaviours for learning, using de-escalation and trauma-informed strategies as well as appropriate consequences in a coherent and co-constructed system
What will solve the Issue/Challenge (what?)
Professional Learning • Whole-staff professional learning on positive relationships and behaviour, drawing on the Education Scotland framework, the Social Discipline Window and trauma-informed approaches. • Dedicated support staff professional learning blocks and conference attendance. Practice and pedagogy

- Develop and embed a whole-school Positive Relationships and Behaviour framework that balances relational approaches with meaningful, consistent consequences.
- Continue to develop Zones of Regulation, Building Resilience and LEANs as structured, age-appropriate pupil programmes to build social skills, emotional regulation and respect for others.

Systems and processes

- Co-create whole-school expectations with pupils, staff and families and apply them consistently across classrooms, playgrounds and communal areas.
- Audit and refresh current approaches, including Pro-active Support Plans and supports around Behaviours of Concern.
- Monitor and track behaviour data termly, and increase family engagement around emotional wellbeing support.

Implementation Activities (how, when and who?)

- Inservice 1 (10.8.26): teachers' positive relationships and behaviour reading, reflection and discussion.
- Review of positive behaviour and relationships training at LT CAT 2 (2.2.27); support staff PL blocks at Inservice 4 (5.1.27) and Inservice 5 (4.5.27).
- Embed Zones of Regulation, Building Resilience and LEANs across all classes (class teachers, ongoing).
- Apply the agreed PRB framework consistently across all spaces (all staff).
- PRB Policy and Procedures draft reviewed at SO 2 (1.9.26)
- Equalities data shared by class at SO 1 (18.8.26) and SO 7 (12.1.27) (Simon MacLean).
- Termly behaviour data monitoring and structured debriefs around Behaviours of Concern (SLT).
- Family engagement on emotional wellbeing through parental partnership workshops linked to a shared theme (Pupil Support Officer and SLT).

Outcomes (what does success look like?)

- Staff confidence in understanding and applying the PRB framework, de-escalation and trauma-informed approaches increases from a baseline set by the Inservice 2 survey.
- Agreed expectations are applied consistently across all classes and spaces, evidenced through audit and observation.
- A co-created, embedded whole-school PRB framework is in place and understood by pupils, staff and families.
- Behaviour data tracked termly shows the impact of actions, with structured debriefs and supports in place around Behaviours of Concern.
- Almost all children report feeling safe and included, and relationships and wellbeing measures across the school improve.
- Family engagement with emotional wellbeing support increases.

Measurements (how will you know?)

Type of data

- Perception: pupil, staff and family survey data on safety, inclusion and wellbeing, and the staff confidence survey from Inservice 2.

- Process: PRB framework audit, structured debrief records and SLT quality assurance observations across classrooms, playgrounds and communal areas.
- Performance: termly behaviour data, including Behaviours of Concern incidents, alongside attendance data.

When and who

- Behaviour data tracked termly and reviewed at SLT meetings SLT.
- End of session surveys compared to baseline data.

Evaluation

January

May

Three-Year School Plan for Improvement

Quality Indicator	2025-2026	2026-2027	2027-28
1.3	Develop school aims, vision and values into practice across four contexts for learning. Teaching staff regularly reflect on how school values link to GTCS Standards and LA vision and improvement. leadership of learning for pupils at school level. Begin to develop innovation and enquiry into practice. Embed self-evaluation practices through more robust quality assurance systems. Embed digital leaders in pedagogy for staff and pupils. KYM Stem Group: learners supported staff CAT	Pupils, parents, partners, and staff ongoing review of school vision aims and values of school. Leadership embedded at all levels to foster creativity and innovation. Develop self-evaluation and leadership amongst support team.	All-staff involved in process of change and systematically monitor improvements for impact. Embed self-evaluation and leadership amongst support team.
2.3	Consolidate our learning and teaching framework with staff to clarify our school-wide pedagogical approaches, incorporating play and developmentally appropriate pedagogy, differentiation, and	Embed the whole-school learning and teaching framework and the four-phase lesson consistently across all classes. Extend use of the CEC Literacy Progression Pathways and consistent	Sustain consistent, high-quality learning, teaching and assessment across all stages, quality assured through robust moderation.

Three-Year School Plan for Improvement			
Quality Indicator	2025-2026	2026-2027	2027-28
	opportunities for children to lead their own learning. 4-phase lesson, leadership of learning, learning and teaching toolkit Enhance the use of technology across the school to give all pupils the opportunity to self-assess or peer assess using technology. Revise and consolidate our assessment calendar including a review of the validity, reliability, and relevance of assessment activities. All teachers will re-engage with Differentiation (LC) aspect of the Teacher's Charter. Consolidate Pathways the principles of our school and authority literacy strategy consistently in all classes. Embed the principles of differentiation and supporting learners at Pathway 1 in all classes. Embed the consistent use of resources and planners in maths and numeracy to ensure progression through the curriculum. Develop playful pedagogy using the Leuven Scale to observe and assess levels of engagement and to inform responsive planning and interactions.	maths and numeracy resources and planners to ensure progression. Embed high-quality formative assessment, feedback and differentiation through the Edinburgh Learns Teachers Charter and Shared Classroom Experience. Embed playful, developmentally appropriate pedagogy at early level, using the Leuven Scale to inform responsive planning. Develop digital learning so pupils routinely self-assess and peer-assess using technology.	Embed a valid, reliable and proportionate assessment calendar that is fully established across the school. All teachers confidently lead learning and apply differentiation and digital approaches independently.

Three-Year School Plan for Improvement			
Quality Indicator	2025-2026	2026-2027	2027-28
3.1	Embed self-evaluation of IEP / CPM supports at Pathway 1. Revisit whole school nurture training. Refresh anti-bullying learning and teaching around play and consent. Embed role of community equalities group. Embed anti-racist approaches to learning and teaching.	Develop and embed the whole-school Positive Relationships and Behaviour framework, balancing relational approaches with consistent, meaningful consequences. Provide professional learning on trauma-informed practice, de-escalation and additional support needs, drawing on the Education Scotland framework. Co-create whole-school behaviour expectations with pupils, staff and families and apply them consistently across all spaces. Embed Zones of Regulation and LEANs as structured, progressive pupil programmes. Monitor and track behaviour data termly and strengthen family engagement around emotional wellbeing.	Sustain a consistent, embedded whole-school approach to relationships and behaviour, quality assured across classrooms, playgrounds and communal areas. Develop trauma-informed and nurturing practice across all staff, including the support team through CALM training. Sustain partnership and family engagement around wellbeing, using behaviour and wellbeing data to refine universal and targeted support.
3.2	Embed approaches to tracking and monitoring in and out of school achievements and inviting family input to these. Continue to moderate across schools to develop teachers' professional judgements of a level.	Embed use of Pupil Tracking, with all class teachers able to use effectively. Extend quality of moderation across cluster schools to incorporate literacy, numeracy and digital learning.	Sustain robust tracking and monitoring of attainment over time, with all teachers using Pupil Tracker confidently to plan targeted support. Embed moderation across the cluster in literacy, numeracy and digital learning to ensure consistent, reliable professional judgements. Continue to narrow the school equity group and late-join attainment gaps in

Three-Year School Plan for Improvement			
Quality Indicator	2025-2026	2026-2027	2027-28
			literacy and numeracy through evidence-informed intervention.

James Gillespie's Learning Community | School Improvement Plan 2026 - 2027

Sharing Classroom Experience

Three Year School Plan for Improvement

Quality Indicator	2025 - 2026 Year One	2026 - 2027 Year Two	2027 - 2028 Year Three
QI 1.3 Leadership of Change	Establish Sharing Classroom Experience across the seven schools. Develop a common process for pre-visit discussion, classroom observation, post-visit reflection, and professional dialogue. Build trust and confidence in cross-school peer observation.	Move from a successful first cycle to a sharper Learning Community improvement cycle. Bring staff together at the 19 October Learning Community event with Bruce Robertson. Agree the 2026 - 2027 observation focus after the event and carry out reciprocal visits during the three November windows.	Embed Sharing Classroom Experience as a routine part of the Learning Community self-evaluation cycle. Use evidence from Year Two to refine the model, strengthen teacher leadership and agree the next shared focus.
QI 2.3 Learning, Teaching and Assessment	Use peer observation to explore effective classroom practice across settings. In 2025 - 2026, 102 colleagues participated and used a common recording	Use the agreed focus, potentially feedback and responsive teaching, to support teachers to observe, discuss and apply high-quality classroom practice. Keep the focus	Deepen the agreed pedagogical focus and connect it more explicitly to evidence of impact on learners. Support staff to identify what has

Quality Indicator	2025 - 2026 Year One	2026 - 2027 Year Two	2027 - 2028 Year Three
	process to support shared reflection.	open until it is agreed after the October professional learning event.	changed in practice and how learners benefit.
QI 2.7 Partnerships	Strengthen professional partnership across the Learning Community by matching colleagues across schools and stages and creating time for professional dialogue before and after visits.	Maintain and strengthen cross-school professional relationships through the Learning Community launch, reciprocal visits and structured follow-up. Ensure every participating school contributes to evidence gathering and next steps.	Sustain collaboration across the Learning Community by sharing practice, themes and impact through planned collegiate time and Head Teacher evaluation.
QI 3.2 Raising Attainment and Achievement	Gather evidence about classroom practice and professional learning to support improvement in learner experience.	Use observation evidence to identify high-leverage approaches linked to the agreed focus. Share practical examples of what supports engagement, progress and learner improvement across schools.	Use accumulated evidence to strengthen consistency in learning, teaching and assessment across the Learning Community and to inform future improvement planning.



Improvement Priority 1: Learning Community Sharing Classroom Experience

Priority	Learning Community Sharing Classroom Experience
Person(s) Responsible	Learning Community Head Teachers: strategic oversight and evaluation
Next Steps from 2025 - 2026 Evaluation	Build on the successful 2025 - 2026 cycle in which over 100 colleagues across seven schools took part. Keep the strengths of the model: observing in another setting, structured professional dialogue, supportive feedback and shared reflection. Move to a more focused and measurable second-year cycle, with the precise classroom focus agreed after the 19 October Learning Community event with <i>Bruce Robertson</i>.
HGIOS 4 QIs	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching and Assessment QI 2.7 Partnerships QI 3.2 Raising Attainment and Achievement
NIF Priority / Driver	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap Curriculum and assessment Teacher and practitioner professionalism School and ELC improvement
UNCRC / Global Goals Links	UNCRC Articles 28 and 29 Global Goal 4 Quality Education Global Goal 10 Reduced Inequalities
Agreed 2026 - 2027 Focus	A likely direction is feedback and responsive teaching, but the final focus will be determined collectively and reflected in the updated observation tool.

Key Issue / Challenge (why?)	What will solve the Issue / Challenge (what?)	Implementation (how, when and who?)	Activities	Outcomes (what success looks like)	Measurements (how will you know?)
The 2025 - 2026 process was highly valued, but it now needs to move from a successful shared experience to a planned improvement cycle with clearer evidence of impact.	Use one Learning Community cycle: launch, agree focus, observe, discuss, apply and evaluate. Keep the process professional, simple and non-judgmental.	Aug - Sep 2026: Learning Community Head Teachers confirm purpose, schools, participating staff, matching approach and release arrangements. Each school identifies operational contact. School leads prepare the updated timeline and communication for staff.		Staff understand that Sharing Classroom Experience is part of professional learning and improvement planning, not inspection. Schools are ready for October launch and November observations.	Agreed LC timeline. Participating staff list. Matching spreadsheet. Staff communication issued. Dates protected in school calendars.

Key Issue / Challenge (why?)	What will solve the Issue / Challenge (what?)	Implementation (how, when and who?)	Activities	Outcomes (what success looks like)	Measurements (how will you know?)
The observation focus should not be fixed too early. It needs to be shaped by the Learning Community event and by professional discussion across the seven schools.	Use the 19 October Learning Community event with Bruce Robertson to build shared understanding and agree the focus for the 2026 - 2027 observation cycle.	19 Oct 2026: All participating staff attend the Learning Community event with Bruce Robertson. LC Head Teachers capture key messages and agree the final focus. School leads then update the recording form and feedback form so they reflect the agreed focus. Likely direction: feedback and responsive teaching.		There is a clear, shared and current focus for observations. Staff can explain what they are looking for and why it matters for learners.	Event attendance. Agreed focus statement. Updated observation tool. Staff feedback from event. Head Teacher record of agreed next steps.
Cross-school visits can become logistical rather than developmental unless the pre-visit conversation is used well.	Protect a short pre-visit dialogue so teachers understand context, learners, lesson purpose and any practical information before observing.	Late Oct - early Nov 2026: Matched teachers make contact and complete a 15-minute online pre-visit conversation. They confirm class, stage, timing, context for learning, agreed focus, practical arrangements and any learner information needed to understand the lesson.		Teachers arrive prepared and observations are purposeful. The teacher being observed has clarity about the process and the observer understands the context.	Pre-visit records or confirmation. Completed matching information. Fewer avoidable logistical issues. Staff evaluation comments on preparation and clarity.

Key Issue / Challenge (why?)	What will solve the Issue / Challenge (what?)	Implementation (how, when and who?)	Activities	Outcomes (what success looks like)	Measurements (how will you know?)
The main improvement opportunity is the quality of professional observation and dialogue, not the production of paperwork.	Carry out focused, reciprocal classroom observations using the agreed Learning Community tool and a manageable evidence-gathering process.	Weeks beginning 9, 16 and 23 Nov 2026: Teachers carry out reciprocal observations. Each observation lasts around 25 minutes.	Observers record as per agreed template/s.	Most participating teachers complete the observation cycle. Staff see practice in another setting and gather practical ideas that can inform their own classroom practice.	Participation and completion data. Observation records. School lead check-ins. Examples of practice captured through the agreed form. RAG review of any schools/pairs needing support.
Professional feedback will have the greatest impact if it is specific, supportive and leads to a personal next step.	Use post-visit professional dialogue to identify strengths, questions, practical ideas and one change or refinement each teacher may try.	Within seven days of each visit: Matched teachers meet online for 15 minutes. They discuss the agreed focus, strengths observed, questions raised and what each person will take back to their own classroom. Each participant records one personal next step.		Staff can describe what they learned from the visit and what they will try or refine. Feedback remains developmental and rooted in professional trust.	Post-visit feedback forms. Personal next steps. Staff evaluation comments. Examples of practice shared within schools or across the Learning Community.

Key Issue / Challenge (why?)	What will solve the Issue / Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what success looks like)	Measurements (how will you know?)
The Learning Community needs evidence of impact, but the evidence must remain proportionate and manageable.	Gather simple evidence from the observation cycle and from school-level follow-up, focusing on what staff learned, what changed in practice and what should happen next.	Jan - Mar 2027: Each school uses staff meeting, CAT or stage meeting time to review themes from the observations. School leads gather a short summary: key strengths, recurring questions, examples worth sharing, and support needed. LC Head Teachers collate common themes.	Each school contributes to the Learning Community evidence base. Themes are clear enough to inform Year Three without creating excessive workload.	School summaries. Staff meeting or CAT notes. Examples of classroom practice. Staff confidence / evaluation feedback. Collated LC theme summary.
To avoid the work becoming a one-year event, Head Teachers need to evaluate impact and agree the Year Three direction.	Use Learning Community Head Teacher evaluation to review participation, quality of dialogue, evidence of classroom impact and next steps for 2027 - 2028.	May - Jun 2027: LC Head Teachers review evidence and agree the Year Three focus. Decide whether to deepen the 2026 - 2027 focus, for example feedback and responsive teaching, or move to the next agreed aspect of high-quality learning, teaching and assessment. Share a concise evaluation with schools.	The Learning Community can explain what has improved, what evidence supports this, and what will be developed in Year Three.	HT evaluation record. Participation data. Staff evaluation. Sample evidence from schools. Agreed Year Three priority and process. Summary for school improvement planning / standards and quality reporting.