

School Information (Including ELC/Nursery if applicable)	
School/Establishment	Ferryhill Primary School
Head Teacher	Susan Dunn
Link QIEO	Tony Currie

School Statement: Vision, Values & Aims, Curriculum Rationale
<p><b>Vision</b></p> <p>Our goal is to give every child the <b>life chances</b> they deserve. We have a responsibility to <b>guide and prepare</b> our children for their future and, at Ferryhill Primary School, we do this by ensuring our curriculum <b>meets the needs of all learners</b>.</p> <p>We aim to <b>understand the community</b> our children live in. We understand and strive to offer the <b>supports our pupils need</b>, in the classroom and beyond. We use our teaching skills which are <b>relevant</b> to our pupils and strive to promote <b>independence and resilience</b>.</p> <p>Our school community values a curriculum which helps pupils to grow in <b>confidence</b>. At Ferryhill, <b>pupil voice and celebration of wider achievement and attainments</b> is at the heart of our school vision. We aim to encourage pupils to be <b>creative</b>, use their <b>initiative</b> and develop <b>critical thinking</b> skills.</p> <p>We are a <b>diverse</b> community and promote a school ethos of <b>respect and tolerance</b> for others.</p> <p><b>Values</b></p> <p>Kindness</p> <p>Respect</p> <p>Ready to Learn</p> <p>Safe</p> <p><b>Aims</b></p> <p>To support our children to achieve in school and life beyond.</p> <p>To meet the academic, social, and emotional needs of our learners.</p> <p>To ensure all stakeholders understand our community and the ways in which we are unique.</p> <p>To develop confidence in pupils.</p> <p>To ensure pupils have a voice which is heard.</p>

To celebrate and ensure pupils participate in activities which promote achievement in and beyond the classroom.

To promote curiosity, creativity, initiative, and critical thinking skills.

To ensure all members of the school community are respectful and tolerant of each other.

### Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
<b>1.3</b>	<p>They use this knowledge well to shape the vision for the school.</p> <p>The vision of the school is ambitious and focuses on improvements in outcomes for all.</p> <p>Learners are supported to understand the vision aims and values through the four contexts for learning.</p> <p>Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p>	<p>Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p> <p>Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p>	<p>Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.</p>
<b>2.3</b>	<p>The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p> <p>Learners' achievements in school and out of school are recorded and recognised.</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.</p> <p>Teachers are beginning to engage in planning for assessment.</p> <p>Benchmarks are beginning to be used to inform</p>	<p>Use of Circle tool to continuously evaluate our environment. Engage in flexible classroom training with CEC – Teachers to visit other settings for inspiration.</p> <p>Learners understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning</p> <p>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p>	<p>A clear strategic plan to support skills work across the school.</p> <p>Learners are exposed to skills for life working including supports via the World of Work</p> <p>Learners receive <b>high-quality</b> feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.</p> <p>Data analysis is fully embedded in to planning</p>

	<p>judgements about next steps in learning</p> <p>Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.</p> <p>Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</p> <p>All teachers have well-developed skills of data analysis which are focused on improvement.</p> <p>Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.</p>	<p>Staff access and apply relevant findings from educational research to improve learning and teaching.</p> <p>A quality body of evidence is used to support assessment judgements and decisions about next steps.</p> <p>Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.</p> <p>Data analysis is fully embedded in to planning for pupil needs</p> <p>All teachers have well-developed skills of data analysis which are focused on improvement.</p>	<p>for pupil needs</p>
<b>3.1</b>	<p>All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</p> <p>All stakeholders promote a climate where children and young people feel safe and secure</p> <p>Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.</p> <p>All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.</p>	<p>The whole learning community has a shared understanding of wellbeing and the children's rights.</p> <p>Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>	<p>All staff and partners model behaviour which promotes and supports the wellbeing of all.</p> <p>Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it</p>

	<p>The views of young people are fully embedded into processes, meetings etc that involve them.</p> <p>Issues relating to diversity, equality and inclusion are beginning to be explored in school through assemblies and events such as Black History month</p> <p>Classrooms are inclusive and meet the needs of all learners. Support is provided</p>	<p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Indoor and outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.</p>	
<b>3.2</b>	<p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. The school's data demonstrates our current learners are making progress.</p> <p>Improving confidence in teacher judgements together with benchmarking is beginning to support teacher judgement leading to improvements in attainment.</p> <p>Children will begin to engage in learning conversations both within the classroom and across the school.</p> <p>Pupil voice will begin to be implemented and offer all pupils an opportunity to make change in the school.</p>	<p>Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p> <p>The school's data demonstrates our current learners are making good progress.</p> <p>Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p> <p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.</p> <p>Pupil voice will be embedded into school practices and reviewed in order to remain fresh</p>	<p>Almost all children and young people are attaining appropriate levels, and a few have exceeded these.</p> <p>Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.</p> <p>The school's data demonstrates our current learners are making very good progress.</p> <p>Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.</p> <p>Leadership of learning to become a focus for</p>

	<p>Review current offers in place and seek views from all stakeholders on opportunities which improve engagement.</p> <p>Implement opportunities for pupil voice which helps to engage those pupils who are under 85% or at risk of exclusion.</p> <p>Ensure all areas of the school are used by active schools or wider achievement clubs every day. Identify pupils who may benefit most and offer spaces.</p>	<p>and innovative.</p> <p>There is evidence that children and young people are applying and increasing their achievements through active participation in their local community</p>	<p>improvement and change.</p> <p>Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.</p>
<b>2.7</b>	<p>Monitor impact / success of Communication Policy</p> <p>Ensure clear strategy and tracking of supports available to families from outside agencies.</p> <p>Continue to establish termly class newsletters, look at alternative formats to see if this improves engagement.</p> <p>Gather data from SCE visits to identify trends to engagement eg. particular classes / year groups / activities that increase engagement.</p>	<p>Family Nurture – continue to develop Zen Den to further reduce barriers to learning.</p> <p>Work with partners to introduce practical nurture support for families. Eg. adult learning activities, practical supports such as washing facilities.</p> <p>Offer incentive to encourage families to engage and give feedback on policies.</p> <p>Café to be re-established from term 1.</p> <p>Clear plan of targeted groups and format of café.</p> <p>(Drop in clinic to sign up for activities / supports, class / group café so families can build network within class and share experiences and access suitable supports.</p> <p>Revisit Family Engagement – working with The Promise?</p>	

<p><b>2.2</b></p>	<p>Spend time with staff and pupils in the local environment – Do we really know the area?</p> <p>Develop further links with the community and local businesses/charities etc.</p> <p>Fully embed planning processes – implement planning together to model best practice.</p> <p>Develop work in sharing learning, lesson study approaches and professional dialogue sessions, inwards, outwards and forwards.</p> <p>Review curriculum to ensure design principles are embedded - progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance</p> <p>Look outwards at ways in which personalisation and choice can be fully embedded into L&amp;T and planning for learning</p> <p>Develop opportunities for pupil leadership in each year group – Gardening, sustainability, IT etc</p>	<p>Spend time with staff and pupils in the local environment – Do we really know the area?</p> <p>Develop further links with the community and local businesses/charities etc.</p> <p>Fully embed planning processes – implement planning together to model best practice.</p> <p>Develop work in sharing learning, lesson study approaches and professional dialogue sessions, inwards, outwards and forwards.</p> <p>Review curriculum to ensure design principles are embedded - progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance</p> <p>Look outwards at ways in which personalisation and choice can be fully embedded into L&amp;T and planning for learning</p> <p>Develop opportunities for pupil leadership in each year group – Gardening, sustainability, IT etc</p>	
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### School Improvement Priority 1 2025-26

<b>Priority</b>	2.3
<b>Person(s) Responsible</b>	DHT/HT/All staff
<b>Next Steps from Standards and Quality Report</b>	<p>Ensure focus on pace and challenge in learning</p> <p>Continue to develop pedagogy in digital technologies</p> <p>Continue to promote stakeholders' engagement in the life of the school and community.</p> <p>Continue to work on leadership of learning in all year groups</p> <p>Promote curiosity, independence, creativity and confidence in learning.</p> <p>Begin to introduce meta-skills.</p> <p>Begin to develop assessment strategy which included peer, self and teacher feedback.</p> <p>Work on variety of assessment evidence and approaches across the school – developing consistency, reliability and variety.</p> <p>Track wider achievements in school and at home</p> <p>Develop a more robust and strategic monitoring system</p> <p>Continue to develop teacher skills in data analysis.</p> <p>Develop learning community shared expectations for standards and plans for moderation</p>

HGIOS 4 QIs	NIF Priority
<b>2.3 Learning Teaching and Assessment</b> Developing effective use of digital technology to support L&T Leadership of learning including aspects of feedback and assessment Developing Pupil Voice and engagement in learning	Improvement in skills  Improvement in attainment, particularly in literacy and numeracy



Tracking and monitoring to ensure	
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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?)
<b>2.3 Learning Teaching and Assessment</b>				
<b><u>Digital Technologies</u></b> Ensure focus on pace and challenge in learning Continue to develop pedagogy in digital technologies	Continue to develop pedagogy in digital technologies  Ensuring digital technologies is used effectively to support learning for all throughout lessons and across the curriculum	<b><i>Distributed Leadership Short Life Working Group with a focus on:</i></b>  Development plan to be completed through collegiate plan across all staff – nursery, teaching, support - August Inservice Day 2025	Development of a Ferryhill strategy Progressive skills evident across the school but in P5-7 classes specifically Evidence of digital use as part of lessons across the curriculum	Digital opportunities are planned for in weekly timetables.  Shared classroom experience – evidence of digital technologies in lessons
<b><u>Wider Achievements and Pupil Voice:</u></b>  Pupil Voice and Wider Achievements - formalised into a <i>Ferryhill Approach</i>  Disparity in consistency of Wider Achievement opportunities across the LC – a need to ensure equity of provision	Continue to promote stakeholders' engagement in the life of the school and community.  Track wider achievements in school and at home to demonstrate contribution to the life of the school and wider community  Implement opportunities for pupil voice which helps to engage those pupils who are under 85% or at risk of exclusion.	<b><i>Distributed Leadership Short Life Working Group with a focus on:</i></b>  Development plan to be completed through collegiate plan across all staff – nursery, teaching, support - August Inservice Day 2025	Learners' achievements in school and out of school are recorded and recognised.  Learners understand how these achievements help them develop knowledge and skills for life, learning and work.  Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.  There is evidence that children and young people are applying	Wall displays  Tracking of Ferryhill 50 – recorded and passed to next teacher  Start to look at DYW – assemblies and feedback from pupils  Pupils show awareness of their local community. They can demonstrate through pupil voice opportunities, how they can play an active role in the school community and wider Drylaw community. Views sought in

			<p>and increasing their achievements through active participation in their local community</p> <p>Pupil voice will offer all pupils an opportunity to make change in the school.</p> <p>Pupil voice will be embedded into school practices and reviewed to remain fresh and innovative.</p>	<p>assembly, in class and through pupil survey</p> <p>Active Schools information on engagement</p> <p>Global goals events</p> <p>Overview of Ferryhill 50 and pupil engagement</p>
<p><b><u>Leadership of Learning:</u></b></p> <p>Pupils to understand and discuss their learning</p> <p><b>Teachers</b> Opportunities to develop pupil leadership of learning are needed</p> <p>Metacognition and meta-skills to be implemented to show how we learn and improve engagement</p> <p><b>Pupils</b> Pupils lack confidence in understanding their role in learning</p> <p>Pupils need to understand how they learn, what their next steps</p>	<p>Engagement in CEC professional learning opportunities – revisit previous PL and work on development of a consistent approach across the school</p> <p>Leadership of learning in all year groups. Link with AiFL and Feedback to ensure all pupils can lead their own learning through effective assessment and feedback which identifies strengths and next steps</p> <p>Begin to develop assessment strategy which included peer, self and teacher feedback.</p> <p>Review questioning to promote higher order thinking. How do we explicitly plan for questioning and are questioning</p>	<p><b><i>Distributed Leadership Short Life Working Group with a focus on:</i></b></p> <p>Development plan to be completed through collegiate plan across all staff – nursery, teaching, support</p> <ul style="list-style-type: none"> <li>- August Inservice Day 2025</li> </ul>	<p>The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.</p> <p>Learners understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Staff access and apply relevant findings from educational research to improve learning and teaching.</p>	<p>Kan Ban? SLWG Plan to demonstrate how impact will be measured.</p> <p>Shared classroom experience</p> <p>Learner conversations termly by SLT</p> <p>Pupils demonstrating knowledge of next steps in jotters and through conversation</p> <p>Children demonstrating an understanding of the skills they use to support learning. They can voice this through the use of language of learning – SLE, Pupil Voice, learning conversations</p> <p>Marking and feedback given in jotters</p>

<p>are in learning and apply skills to show improvements</p> <p>Limited engagement with Writing. A lack of enthusiasm, creativity and challenge across the school.</p>	<p>skills progressive across the school?</p> <p>Start to develop a whole school approach to providing high quality feedback to inform progress and next steps in learning</p> <p>Promote curiosity, independence, creativity and confidence in learning.</p> <p>Professional Learning/research in teaching approaches</p> <p>Begin to introduce meta-skills to help staff and learners to identify and use skills which will support in life and learning</p>		<p>Teachers are planning for assessment, and benchmarks are used to inform judgements about next steps in learning</p> <p>Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</p> <p>A quality body of evidence is used to support assessment judgements and decisions about next steps</p>	<p>SLWG to look at feedback as part of our L&amp;T policy? Identify our Ferryhill approach</p> <p>Language of learning – how to promote curiosity, independence, creativity and confidence in learning... evidence of lessons planned to explicitly teach/talk about these skills.</p>
<p><b><u>Tracking and Monitoring:</u></b></p> <p>Clear expectations of our tracking and monitoring of pupil progress</p> <p>Jotter policy with consistency across the school</p> <p>Teachers understand their learners and can identify next steps in learning – this is evident in work which is planned and assessed</p>	<p>Work on variety of assessment evidence and approaches across the school – developing consistency, reliability and variety.</p> <p>Develop a marking and presentation policy</p> <p>Ensure data about learner attainment and needs (all sources) is shared and understood by teaching staff as part of the Aug inservice day.</p>	<p>SLWG to look at assessment approaches – August 2025</p> <p>HT to check LC marking policy to ensure consistency across the LC and into high school</p> <p>Data from Pupil Tracking and how to access will be revisited with staff in August 2025.</p> <p>Planning and attainment date in the collegiate calendar and identifies as part of the WTA for 2024/25. 4 dates starting in August identified</p>	<p>All teachers have well-developed skills of data analysis which are focused on improvement.</p> <p>Data analysis is fully embedded in to planning for pupil needs</p> <p>Tracking and monitoring is well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.</p>	<p>Planning and Attainment discussions</p> <p>Jotter monitoring reflects expectations</p> <p>All staff can talk about pupil learning and achievement and demonstrate knowledge of factors impacting achievement – P&amp;A</p> <p>QA and collegiate calendar clearly link to improvement priorities</p>

	Planning and attainment to be in the collegiate calendar in August.  Ensure all tracking and monitoring is clearly identified in shared school calendar	SLT to review existing QA calendar and ensure the planned tasks are completed, evidenced and show impact/next steps		
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<b>Evaluation (January, May)</b>

## School Improvement Priority 2 2025-26

<b>Priority</b>	3.1
<b>Person(s) Responsible</b>	SDO/PSO/HT
<b>Next Steps from Standards and Quality Report</b>	<p><b>Work to engage parents and community in planning for pupil needs</b></p> <p>Fully embed wellbeing indicator characters</p> <p>Work on curriculum which provides planned and progressive opportunities to explore diversity and tolerance</p> <p>Develop more robust systems and opportunities for staff/pupils/families to challenge discrimination</p> <p>Develop a SLWG to develop outdoor spaces which feel safe and promote positive relationships.</p> <p><b>Continue to develop partnerships in the community to support pupils, staff and parents.</b></p>

HGIOS 4 QIs	NIF Priority
<b>3.1 Ensuring Wellbeing, Equity and Inclusion</b> Pupils understand their rights and can link to Global Goals Learning for sustainability – specifically through pupil voice Learners voice as part of the GIRFEC process All staff understand their learners, and plan for their needs taking in to account factors which may disadvantage	Improvement in children and young people's health and wellbeing  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?)
<b>Teachers</b>  Some staff lack understanding of the UNCRC and what this looks like in context. There is some good practice being demonstrated with some aspects. (eg. Class Charters)	Build a shared understanding of UNCRC through CLPL to consider key themes and consistent approaches throughout school.	Staff will participate in a variety of CLPL to develop knowledge and confidence in planning and delivering learning considering key aspects of UNCRC. (See	All staff will develop the relevant knowledge, understanding, skills and values through CLPL to confidently deliver high quality learning and teaching in line	Staff reflections achieved through pre and post training staff survey responses.  Curricular plans will reflect changes made to curriculum and

<p>Processes to ensure all stakeholders have a clear understanding of the support and strategies in place for each child are being developed.</p> <p>Most staff do not feel adequately trained to ensure UNCRC principles are embedded in their planning and teaching beyond Bronze Level accreditation.</p> <p>GIRFEC principles and approaches are effectively used to support some learners (those with GIRFEC plans in place) but not the majority of learners who should have access to universal supports.</p> <p>More awareness of statutory expectations for those children who are previously CP / LAC and their rights to ongoing support.</p>	<p>Embedding pupil passport – initial prioritising Red Folders initially.</p>	<p>online training from RRSA &amp; CEC)</p> <p>SfL and SLT staff to complete Pupil Passports for all CP and Care Experienced Children by December 2025.</p> <p>Clear procedure in place and shared with all staff and relevant stakeholders regarding GIRFEC approaches to support <b>all</b> entitled learners.</p> <p>Staff will review H&amp;WB curriculum and delivery to ensure it provides progressive and varied learning experiences to develop learners' knowledge and understanding of GIRFEC principles and UNCRC. (All terms)</p> <p>Children will consistently be given the opportunity to share their views during the CPM process and to inform decisions which are made around their wellbeing and care.</p> <p>Staff will continue to undertake annual professional learning. Any changes to legislation will be shared and discussed during our weekly staff meetings. CEC essential learning will be completed by all staff.</p>	<p>with the principles of UNCRC.</p> <p>All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</p> <p>Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.</p> <p>The views of young people are fully embedded into processes, meetings etc that involve them.</p> <p>All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>	<p>delivery in line with GIRFEC and UNCRC training.</p> <p>Consideration of GIRFEC and UNCRC evidenced through learner conversations and SCEs.</p> <p>Staff participation and engagement in relevant training.</p> <p>Pupil Passports available for all CP / Care Experienced children outlining current and historic supports and strategies in place.</p>
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		All policies will be reviewed regularly, at a minimum once a year.		
<p><b>Students</b></p> <p>P4 – 7 learners identified they would like more opportunities to learn about UNCRC.</p> <p>Children are aware that the school is a Bronze Accredited Rights Respecting School and are keen to gain their Silver Award. Learning about rights, through rights and for rights for all stakeholders is key to this.</p> <p>Learners shared they would like more opportunities to contribute to the life of the school and wider community.</p>	<p>Review curriculum to ensure that GIRFEC Principles and UNCRC is an entitlement for all learners at all stages. Ensure that GIRFEC Principles, UNCRC Articles and Global Goals are matched to planned experiences where possible.</p> <p>Ensure that a variety of learner experiences are provided progressively including UNCRC, resilience, Global Goals and Learning for Sustainability.</p> <p>Undertake actions outlined in RRSA School Action Plan to support Silver Accreditation.</p> <p>Work collaboratively with other schools locally who are striving for Silver or Gold to share and support practice.</p> <p>Identify engaging and motivating learner contexts and experiences across the school for learners to lead learning. This will involve extending learner leadership roles in the classroom and beyond. Pupil voice actively sought included to support work carried out.</p>	<p>All classes will be taught about rights when working on Class Charters. Children will be taught that rights are universal and unconditional, the CRC applies to all children and show an awareness that some children may not be able to access their rights. (Term 1)</p> <p>RRSA Group to be established in school made up of staff, pupils and other stakeholders – cover to be provided to allow staff to observe practice within other cluster schools.</p> <p>Learners will be provided with opportunities to share their passion and interests in UNCRC, Global Goals and Learning for Sustainability. Giving opportunities to lead learning and influence change in their classrooms, school and wider local community. All pupils P3 – 7 will take part in Pupil Voice groups twice a term. (All terms, specifically during Pupil Voice Groups and H&amp;WB lessons)</p>	<p>The whole learning community has a shared understanding of wellbeing and the children's rights.</p> <p>Achieve Silver Rights Respecting Schools Accreditation.</p> <p>All learners will have the opportunity to lead learning in their classroom and beyond to support positive change.</p>	<p>Action plan evidence submitted for RRSA Silver Accreditation.</p> <p>Learners leading learning will be evident in SCE – rubric updated to reflect this.</p> <p>Learner participation evidence through work carried out by Pupil Voice Groups and shared with others.</p>

	Pupil Voice groups – pupils have identified areas of interest and will have opportunities to take forward developments in the coming year.			
<p><b>School</b></p> <p>All stakeholders understand and can relate to the SHANARRI wellbeing indicators.</p> <p>Equalities Pupil Group and Pupil Parliament are well established. Work on curriculum which provides planned and progressive opportunities to explore diversity and tolerance. Develop more robust systems and opportunities for staff/pupils/families to challenge discrimination.</p> <p>Not all children know how the school supports them with their physical and mental health, social and emotional needs. These supports should be universal where appropriate.</p>	<p>Fully embed wellbeing indicator characters and what indicators mean to pupils.</p> <p>Resilience programme to be reviewed to ensure relevant content for all learners.</p> <p>Playground to be further developed to ensure all stakeholders feel safe and included.</p>	<p>Wellbeing indicators /characters and placed around the school and are continuously used in discussions about wellbeing</p> <p>Whole school Resilience Programme is appropriately resourced and matched to learner needs. (Term 1)</p> <p>Equalities Group to meet regularly and plan a range of activities / events to raise awareness and challenge issues related to equalities.</p> <p>Develop a SLWG to develop outdoor spaces which feel safe and promote positive relationships.</p> <p>Continue to develop partnerships in the community to support pupils, staff and parents.</p>	<p>Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.</p> <p>All stakeholders promote a climate where children and young people feel safe and secure.</p> <p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Issues relating to diversity, equality and inclusion are beginning to be explored in school through assemblies and events such as Black History month</p> <p>Indoor and outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of</p>	<p>All children at all stages will be able to identify wellbeing indicators and characters and give examples of what this means to them.</p> <p>Pupil and family engagement in planned diversity events will be attended by the majority of families.</p> <p>Views gained and shared by all stakeholders to evidence work undertaken to raise awareness and engagement in how school supports the physical and mental health, social and emotional wellbeing of all learners.</p>



			outdoor learning and green space with wellbeing	
Evaluation (January, May)				
Average attendance remains under 90% across the school with specific year groups with clear patterns of non-attendance.			Classrooms and outdoor spaces are inclusive and meet the needs of all learners. Support is provided classrooms are inclusive and meet the needs of all learners.	days and specific children / year groups.
Targeted interventions involving a whole class approach to target attendance on specific days and specific children / year groups.				
Review attendance responsibility of all approach to ensure all staff understand their responsibilities in improving attendance.				
Pupil tracker will also be used to monitor the impact of attendance on attainment and wellbeing.				
<p>Learning Community approach will allow SEF funded PSO to target specific children whose attendance remains under 85%. This will allow a more focussed approach by the school PSO, CT and SLT.</p> <p>SEF PSO will look at bespoke interventions for those with specific attendance needs.</p> <p>Continue to look at supports offered from the TALC.</p> <p>Communicating priorities with parents will be simplified in a driver diagram to make priorities clear. The steps and planned activities for improvement will be outlined.</p> <p>Work to engage parents and community in planning for pupil needs</p>				

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

<b>Priority</b>	3.2 Raising Attainment and Achievement
<b>Person(s) Responsible</b>	HT/DHT/All staff
<b>Next Steps from Standards and Quality Report</b>	<p>Continue to engage with Pupil tracking to demonstrate more robust tracking of attainment data over time.</p> <p>Continue to engage with discussions and professional learning in teacher judgment/assessment evidence to inform attainment predictions</p> <p>Promote pupil voice within the classroom and across school to promote improved outcomes in attainment and learning experiences</p> <p>Review attendance procedures alongside Learning Community colleagues</p>

HGIOS 4 QIs	NIF Priority
<p>3.2 Raising Attainment and Achievement</p> <p><i>Specific focus on writing although improvements in reading and oracy are starting to form the Ferryhill Literacy Strategy</i></p> <p><i>Renewed focus on improvements in attendance – responsibility of all</i></p>	<p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>

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><b>Progress in Writing/Literacy is well below expected levels</b></p> <p><b>Teachers</b> Subject knowledge: some staff lack sufficient knowledge of the processes involved in the teaching of writing: e.g.</p>	<p><b>Development of Whole School Literacy Strategy -</b></p> <p><u>Consistency in approach to literacy across the school.</u> SLWG to create explicit examples of what literacy should look like across the school at different levels</p>	<p><u>Development work/training</u> P4 staff alongside SLT to attend Writing CYPIC Writing Programme.</p> <p>SLWG to continue to work with Amy McIntosh to develop Ferryhill Approach to teaching Writing.</p>	<p>Opportunities for staff to feedback on CYPIC Writing programme – sharing learning and strategies</p> <p>An improvement in pupils' engagement which is demonstrated in the following</p>	<p>Planning and attainment discussions – link to benchmarks and coverage over each term (pace and challenge)</p> <p>Identifying specific pupil needs/gaps early and interventions in place evidenced through attainment discussions</p>

<p>How to introduce and extend a concept, pace and challenge, breadth and progression</p> <p><b>Diagnostics/interventions:</b> Additional early interventions are needed in nursery and P1. Secure assessment information gathered early to provide and challenge. How are we using baseline assessments? What are we using and how effective is this? Can children retell stories etc?</p> <p><b>Inconsistency in practice:</b> Literacy Rich, Read Write Inc and approach to teaching writing across the school. Are we using the appropriate pedagogical approach to support our children?</p> <p><b><u>Pupils</u></b> Gaps in vocabulary leading to difficulties in writing in the early level and resulting in lack of progress throughout the school.</p> <p>Attainment picture in P1 and beyond is well below the expected level. P1's 2024/25 ACEL data for literacy 72% on track. As pupils move through the school, attainment levels drop with current literacy levels in P7 just over 60%. Why is this?</p> <p>Early level approach to teaching literacy is having little impact on</p>	<p><u>Teaching of Oracy</u> Ensure ORACY is explicitly taught – how are we doing this? Helicopter stories? Talk for Writing? Word Boost/Word Aware?</p> <p><u>Review of resources</u> What are we using and the impact? Review and purchase high quality reading material.</p> <p><u>Prewriting development of skills and pedagogy in early years (P1-3)</u> Assessment of motor skills – Highland Literacy approach and linked to continuous provision – are there key themes that could be developed earlier in nursery?</p> <p><u>Consistency in teaching and assessment</u> Develop a unified marking and benchmarking resource for assessment and feedback</p> <p>Plan, Draft, Evaluate and Improve approach – ensuring a consistent approach</p> <p>Opportunities to develop Self, Peer and Teacher feedback strategies which are high quality and lead to improvements – teaching skills</p>	<p>Moderation - Moderation of planning for literacy across the wee, term, year</p> <p>Shared Classroom Experiences to be undertaken by Learning Trios as part of Lesson Study approach to ensure consistency across the school</p> <p>Training for talk for writing, word boost etc</p> <p>All staff to engage in Oracy Edinburgh Learns training.</p> <p>P1 and P2 teachers to attend early literacy CEC training</p> <p>Collaborative planning time protected in WTA and as part of each in-service day</p> <p><u>Allocation of resources</u> Use of SEF teacher and additional full-time teacher to support assessment in term 1 or P1 pupils</p> <p>Introduce RWInc at P3 (SfL teacher)</p> <p>Purchase new resources with explicit understanding of purpose and stages appropriate</p>	<p>attainment improvements in literacy both long and short term</p> <p><b><u>Primary 4</u></b> <i>P4B Stretch Aim: By June 2026, 81% of pupils will have achieved CfE First Level in writing. Baseline September 2025 - 61% projected for June.</i></p> <p><i>P4A Stretch Aim: By June 2026, 80% of pupils will have achieved CfE First Level in writing. Baseline September 2025 - 60% projected for June.</i></p> <p><i>P4B 1st Aim: By 10th October 2025, 81% of pupils will be able to write at least 3 sentences with a punctuation mark and capital letter in each. Baseline September 2025 - 10% achieving</i></p> <p><i>P4A 1st Aim: By 10th October 2025, 80% of pupils will be able to write at least 3 sentences with a punctuation mark and capital letter in each. Baseline September 2025 - 20% achieving</i></p> <p><b><u>Primary 5</u></b> <u>Stretch Aim P5B</u> 90% (10/11) pupils will be on track for target level 2.2 for writing by June 2026 Baseline 61% (11/18)</p> <p>57% (4/7) of pupils will be on track for target level 2.1 for writing by June 2026</p> <p><u>Teaching Aim P5B</u> Baseline 0% (0/18) By November 2025, 77% (14/18) of P5B pupils will be able to use a variety of conjunctions to join three pairs of sentences together.</p> <p><u>Stretch Aim P5A</u> 75% (6/8) of pupils will be on track for target level 2.1 for writing by June 2026. 85% (12/14) of pupils will be on track for</p>	<p>Feedback from SCE</p> <p>Learning conversations</p> <p>Moderation feedback- Forms</p>
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<p>secure achievement of early level.</p> <p>Approach to teaching writing/play pedagogy is resulting in pupils having little 'staying power'.</p> <p>Focus on basic skills in P1-3 is needed to ensure ACEL at 1<sup>st</sup> and 2<sup>nd</sup></p> <p>Weak application of phonics in writing. Approx 40% of P4 pupils are currently not on track. Data in achievement of Early level is not being transferred into 1<sup>st</sup> and 2<sup>nd</sup> level. P2 and 3 pupils are not currently maintaining levels achieved in P1 and transferring in to P4.</p>	<p>Decide on approach to spelling, handwriting and presentation</p> <p>First Level Pupils - need to focus on teaching of</p> <ul style="list-style-type: none"> <li>• Tools for writing</li> <li>• Oracy to improve writing</li> <li>• Vocabulary</li> <li>• High expectations</li> </ul>	<p><u>Purpose and celebrations of success</u></p> <p>Celebrate learners' writing achievements (eg. displays, assemblies, certificates, prizes, opportunities to showcase, publications such as school anthologies, school communications such as social media and newsletters)</p> <p>Showcase a Writer of the Week/Month in school Link in with national themed days (e.g. National Poetry Day) and showcase creative writing as a school</p> <p>Visit to Edinburgh Book Festival</p>	<p><i>target level 2.2 for writing by June 2026. Baseline 63% (14/22)</i></p> <p><u>Teaching Aim P5A</u> <i>By November 2025, 90% (20/22) of P5A pupils will be able to use a variety of conjunctions to join 3 pairs of sentences together. Baseline 27% (6/22)</i></p> <p>Agreeing timetables and expectations – non negotiables</p> <p>Clear purpose and outcomes expected from additional staff allocated to improvement agenda</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment – all staff understand and can articulate attainment for their pupils based on evidence and assessment</p> <p>The school's data demonstrates our current learners are making progress – ACEL data increase of at least 5% in all year groups</p> <p>Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment – all staff engage in moderation activities to make judgements</p>	
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			<p>and plan for next steps in learning</p> <p>All staff understand and implement expectations for the explicit teaching of literacy across the school.</p> <p>There is clear progression in literacy teaching and skills across the school which demonstrate 7 principles of curriculum design</p>	
<p><b>Attendance</b> Average attendance remains under 90% across the school with specific year groups with clear patterns of non-attendance.</p>	<p>School PSO, staff and SLT to identify those pupils at risk of falling below 90% and plan supports for learner and family</p> <p>All staff will identify year groups as a 'test' to put agreed interventions in place which may improve attendance – i.e Learning outdoors on a Friday, House events on specific dates etc</p> <p>Data for pupils, including average attendance to form part of planning and attainment discussions. Class teachers to use Pupil Tracker to monitor and flag patterns/issues to the school PSO</p>	<p>Learning Community approach will allow SEF funded PSO to target specific children whose attendance remains under 85%. This will allow a more focussed approach by the school PSO, CT and SLT on those 90% and above.</p> <p>Targeted interventions involving a whole class approach to target attendance on specific days and specific children / year groups.</p> <p>Review attendance responsibility of all approach to ensure all staff understand their responsibilities in improving attendance.</p>	<p>Increase in average attendance above 90% across the school by August 2026</p> <p>Fewer pupils dropping below 90% attendance – monitored monthly</p> <p>Targeted interventions support improvements in pupils who are absent on specific days of the week. TALC works to improve outcomes for learners and families which positively impacts improvements in attendance/achievement</p> <p>School PSO and LC SEF PSO develop a strategy to support attainment across the LC resulting in improvements in</p>	<p>Monthly attendance figures are monitored and tracked</p> <p>All pupil attendance is monitored daily by admin staff and any child absent for 3 days will be contacted by the PSO – this considers 48hr rule after sickness etc</p> <p>Wellbeing wheels to monitor pupil wellbeing and impact of interventions demonstrates improvement in wellbeing</p> <p>Parents/carers asked to give feedback on supports</p> <p>LC strategy is targeted to reduce absence rates across the LC – at Ferryhill, we will formalise flow</p>

	Wellbeing wheels to be used by PSO to identify individual needs and supports which may help learners/families	Pupil tracker will also be used to monitor the impact of attendance on attainment and wellbeing.	attendance  All staff have a better understanding of attendance and impact on achievement.  All staff understand their role in improving attendance across the school	chart of supports and how to access them  All staff will have awareness of attendance rates in their class and across the school. They will understand the factors influencing attainment and attendance and be able to offer supports to learners and families. All staff will know how to access supports from SEF PSO and Ferryhill PSO
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Evaluation (January, May)

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

<b>Priority</b>	2.3 Learning, teaching and assessment			
<b>Person(s) Responsible</b>	DHT Liann Bailey/EYOs/All ELC Staff			
<b>Next Steps from Standards and Quality Report</b>	<p>Revisit our VVA with all staff, children and parents/carers.</p> <p>More robust quality assurance activities to be planned for throughout the session.</p> <p>Involve all stakeholders in Question of the Month as part of ongoing self-evaluation to improve our setting.</p> <p>All staff to take on a leadership role within setting.</p> <p>Continue to focus on raising attainment in Literacy and Numeracy using knowledge and skills gained from professional learning.</p> <p>Introduce Forest Friday pilot to enhance outdoor learning opportunities.</p> <p>Review use of Learning Journals and DMLOs. Enhance use of LJ between Nursery and home.</p> <p>Ensure tracking and monitor conversations happen at least twice per year, and themes are identified to support our planning process e.g. Communication.</p>			
<b>Links to Quality Framework: Quality Indicators</b>	<p><b>QI 1.3 Leadership of change</b></p> <p><b>QI 2.3 Learning, teaching and assessment</b></p> <p><b>Care Inspectorate: How good is our Leadership, Management and Staffing?</b></p> <p>QI 3.1 Quality assurance and improvements are well led</p> <p><b>Care Inspectorate: How good is our Leadership, Management and Staffing? How good is our care, play and learning?</b></p> <p>QIs: 1.3 Play and Learning and 2.2 High Quality Facilities</p>			
<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>

<p>Our Vision, Values and Aims are not yet embedded within our daily practice.</p> <p>Staff are lacking in confidence to manage more challenging behaviour within the setting.</p>	<p>Focus on Nursery values for returning/new children in August 2025 (Adult initiated planning)</p> <p>Develop our VVA displays within the Nursery setting with all stakeholders.</p> <p>Professional learning for all staff on developing Positive relationships &amp; positive behaviour/Trauma informed practice</p>	<p>Revisit VVA with <b>all staff</b> during <b>August in-service day</b>.</p> <p><b>Family Learning Group</b> - Gather views from children and families about VVA – What do our values look/feel like in Nursery? <b>(Sept 25)</b></p> <p><b>DHT/HT to organise PL around Trauma informed practice/ASLS to support with promoting positive behaviour</b></p>	<p>VVA displays are easily accessible and referred to by all stakeholders. Children can confidently talk about the Nursery values and staff refer to them within daily interactions with children and families.</p> <p>Staff are more confident in managing challenging behaviour.</p>	<p>Observations within the setting and evidence of examples within VVA display. A reduction in the number of incidents/accidents within our setting.</p>
<p>Our Quality Assurance calendar was well planned for; however, it was not always followed due to staffing/changes in SLT.</p>	<p>Environmental toolkits should be used alongside more robust quality assurance activities such as Shared Learning Visits and the use of digital technology to evaluate our Spaces, Experiences and Interactions.</p> <p>Support given to EYOs to lead aspects of the Quality Assurance calendar.</p> <p>Time is provided for all staff to take a leadership role within the setting.</p>	<p>All staff to take a turn of leading an Environmental toolkit (1x per month - <b>ongoing</b>)</p> <p>SLT &amp; EYOs to visit 1x per term for Shared Learning visits. <b>(ongoing)</b></p> <p>DHT to meet with EYOs <b>monthly</b> to review Quality Assurance calendar and provide opportunities to lead this. Coaching conversations will be provided to support them in their leadership role. Time is protected within weekly staff meetings for ongoing professional learning.</p> <p>All staff to have a leadership role as agreed at PRDs. See Leadership remits for details.</p>	<p>Our learning environment is inviting and promotes curiosity and creativity. Our learners are observed actively engaging in high quality play to enhance their learners.</p> <p>EYOs develop confidence in leading across the nursery setting and there are clear remits for all members of the leadership team.</p>	<p>Evidence within our learning journey book (staff PL) of all planned activities and next steps.</p> <p>Staff to complete a leadership plan and evaluation to monitor impact.</p>
<p>There is a lack of evidence to support robust self-evaluation.</p>	<p>Question of the Month to be embedded into our Quality</p>	<p>DHT to share digital Question of the Month with families and</p>	<p>We will have views from all stakeholders within our</p>	<p>Evidence within the Learning Journal book</p>



	<p>Assurance calendar - Digital and Paper versions for parents/carers and Big Book for children and Staff.</p> <p>Family Learning Group to gather parent/carer views each month using a range of methods.</p> <p>Quality assurance calendar to include sampling of PLPs from SLT and providing feedback to staff.</p>	<p>Family Learning group to gather children &amp; parent/carer views in our Learning Journey Big Book (<b>ongoing</b>)</p> <p>DHT and EYOs to sample PLPs each term and provide feedback to staff (<b>ongoing</b>)</p>	<p>Learning Journal book to reflect on and continually plan for improvements.</p> <p>PLPs will be updated in accordance with legislation and include appropriate details about our learners.</p>	<p>PLPs and recording of observations during sampling</p>
<p>Children are not yet making expected progress in Literacy and Numeracy.</p> <p>Planning (adult initiated and responsive) is not consistent across the setting. Staff do not have regular opportunities to engage with and reflect on Realising the Ambition.</p>	<p>All staff to be familiar with the Ferryhill Nursery Planning Process for Terrific 2s and 3-5s. All staff to have the opportunity to lead a planning session (block or responsive)</p> <p>A range of Literacy and Numeracy experiences to be available across the Nursery setting, including a balance of child led, adult initiated and adult led. This will ensure appropriate support and challenge is provided. All staff to be confident in implementing phonological awareness/SEAL professional learning into daily practice.</p> <p>Review our planning to ensure adult led/initiated experiences are well led and organised. Consider our adult timetables and all staff</p>	<p>DHT and EYOs to lead professional learning sessions on Planning with children and our planning process at Ferryhill (by <b>Sept 25</b>)</p> <p>Support from Early Years Teacher &amp; DHT to model phonological awareness, early communication and SEAL within the setting (<b>Dec 25</b>)</p> <p>Adult timetable developed by DHT and all staff to ensure a balance of offerings and</p>	<p>All practitioners understand and value the planning process.</p> <p>Our planning is carefully considered and embedded within our Spaces, experiences and interactions. Staff are able to continually evaluate and respond to learners needs.</p> <p>Children will have high quality experiences to develop their Literacy and Numeracy skills.</p>	<p>Evidence of excellent planning in place in both Nursery rooms and within Nursery forward plan.</p> <p>An increase in the number of children On Track across the DMLOs. <i>Tracking of Literacy and Numeracy for N5 children?</i></p> <p>Records of Shared Learning Visits within Learning Journey Big Book.</p> <p>Evidence of assessment for learning within Next Steps and Learning Journals.</p>

	<p>to take leadership of an 'offering' within the Nursery week.</p> <p>Shared Learning visits to focus on implementation of Literacy and Numeracy professional learning</p> <p>Revisit the planning process with all staff (RTA and Planning with Children)</p> <p>Ensure that Skills are a focus for planning and assessment within the setting</p>	<p>target children are agreed <b>(Oct 25)</b></p> <p>Shared Learning visits by DHT and EYOs. Provide feedback to individual staff and the whole team at staff meetings. <b>(ongoing)</b></p> <p>DHT to continue to support staff with considering stages of child development (RTA) and skills-based assessment during planning meetings. <b>ongoing)</b></p>		
Outdoor learning experiences beyond the Nursery setting are not consistently planned for.	<p>Introduce Forest Friday pilot to enhance outdoor learning opportunities</p> <p>Daily Walks to be planned for using responsive planning 'Big Book'</p>	<p>Claire and Joanna (EYPs) to lead on Forest Fridays. <b>(First group out by Sept 25)</b></p> <p>Claire to support staff in planning for Daily Walks <b>(ongoing)</b></p>	Children at Ferryhill ELC will have a range of high-quality outdoor learning experiences offered throughout the week. An increase in engagement and Early Communication skills is our priority.	Claire and Joanna to gather feedback from conversations with learners and parents/carers about the impact of Forest Friday.
<p>Assessment is not yet being used effectively by all staff to ensure we have high expectations and aspirations for our learners.</p> <p>Learning Journals are not well used by our families.</p>	<p>Review Learning Journals purpose and use of DMLOs</p> <p>Continue to plan for 'sharing sessions' of DMLOs, Next Steps and Learning Journals within the quality assurance calendar.</p> <p>Increase engagement with families to capture children's individual achievements beyond the setting.</p> <p>Support families to use Learning Journals more effectively to monitor</p>	<p>Marta to undertake some research with parents/carers around Learning Journals <b>(by Oct 25)</b></p> <p>Marta to offer family learning session on accessing Learning Journals <b>(1 x per term)</b></p> <p>All staff to share their Learning Journals at sharing sessions <b>(1 x per term)</b></p> <p><b>DHT</b> to organise and lead Tracking and Monitoring conversations with all</p>	<p>High quality assessment is evidenced within Learning Journals and links with adult led block planning/skills.</p> <p>Families are actively participating in their children learning journals.</p> <p>Children who are not yet on track will be highlighted early within the session and the correct supports will be put in place.</p>	<p>All families able to access learning journals.</p> <p>Families sharing information from home (e.g. wider achievements) via learning journals which will be celebrated in Nursery.</p> <p>Tracking and monitoring recording evidence next steps and interventions for individual children.</p>

	<p>children's progress and engage with Nursery.</p> <p>Ensure tracking and monitor conversations happen at least twice per year, and themes are identified to support planning process e.g. Communication.</p>	EYPs/EYOs (Oct 25 & April 26)		
<b>Evaluation (January, May)</b>				

<b>ELC/Nursery Improvement Priority 2 2025-26 (if applicable)</b>	
<b>Priority</b>	QI 3.1 Ensuring wellbeing, equality and inclusion
<b>Person(s) Responsible</b>	DHT Liann Bailey/EYOs/All ELC staff
<b>Next Steps from Standards and Quality Report</b>	<p>Introduce an Attendance procedure to support families and improve attendance within the setting.</p> <p>Continue to explore different ways of supporting and involving families in their child's learning, including a delivery plan for PEEP developed by EYOs.</p> <p>All staff to be confident in using a range of strategies to meet learners needs.</p> <p>All staff to participate in a school leadership group to plan for progression from Nursery to P7</p> <p>Ensure all staff are aware of current legislation and identified policies/procedures to be updated and embedded this session.</p> <p>All staff to have high expectations of learners and demonstrate confidence in developing early literacy and numeracy skills across the setting.</p>
<b>Links to Quality Framework: Quality Indicators</b>	<p><b>QI 3.1 Ensuring wellbeing, equality and inclusion</b></p> <p><b>QI 2.1 Safeguarding and Child Protection</b></p> <p><b>QI 2.7 Partnerships: Theme 3 Impact on learners</b></p> <p><b>QI 2.2 Curriculum: Theme 3 Learning pathways</b></p>

	<b>Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children?</b> <b>QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment</b>			
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?)
Attendance is a challenge across the setting, and this is impacting the progress of our learners.	<p>Confirm and share our attendance procedure with all families.</p> <p>EYO/EYP responsible for Attendance monitoring in rooms and working with families to remove potential barriers.</p>	<p>Work with parents/carers to confirm our attendance procedure and share with all stakeholders. Including attendance procedure as part of online welcome booklet for new families.</p> <p>Julia Hale (EYO) &amp; Erika McDermott (EYP) to meet monthly to review attendance and identify those below 90%. Attendance procedure to be followed and feedback at staff meeting. A tracking tool developed to identify those most at risk for monitoring.</p>	<p>Attendance will improve across the setting.</p> <p>Families will feel supported to bring children to Nursery.</p>	<p>Attendance tracking &amp; monitoring tool will track progress.</p> <p>Discussions with families to check that they understand the importance of attending ELC/School and feel they have the correct supports to do so.</p>
An increase in the number of parents/carers seeking support for their families, however they can be reluctant to engage with professionals.	<p>PEEP sessions to be delivered every term for identified families.</p> <p>Ongoing evaluation of PEEP planned for within our quality assurance calendar.</p> <p>Continue to offer Shared Breakfast and a range of Stay and Play opportunities to allow families to engage with their child within the setting.</p>	<p>Louise and Julia (EYOs) to contact families and deliver PEEP sessions (First group must begin in <b>Sept 25, then ongoing</b>)</p> <p>Louise and Julia to use Forms to gather feedback on sessions (<b>at the end of each block/group</b>)</p> <p>Family learning group to ensure all staff to offer a range of family participation</p>	<p>Parents/carers are attending PEEP sessions within our setting and they have a positive impact on their confidence.</p> <p>There is an increase in the number of parents attending Stay and Play/Shared Breakfast</p>	<p>Feedback from PEEP evaluations.</p> <p>Registers for Stay &amp; Play?</p>

		experiences within the Nursery rooms. (ongoing)		
A lack of consistency in the use of strategies to effectively support all learners.	<p>Sign-a-long and Hanen refresher session each year for all returning/new staff.</p> <p>Ensure that all staff are aware of the processes to follow when concerns have been raised about a child/child's progress (Up, Up and Away, Strategy bubbles, Assessment of Need, CPM etc)</p> <p>All staff to be effectively using Intensive Interaction and Up, up and away to plan for individuals</p> <p>Visual supports consistently used across setting, including a Visual Supports 'champion'</p>	<p>DHT to organise refreshers with Early Years Teacher (<b>Jan 26</b>)</p> <p>DHT to lead professional learning about GIRFEC procedures/paperwork (<b>Nov 26</b>)</p> <p>All staff (<b>by Dec 26</b>)</p> <p>ASLS to support professional learning (<b>Jan 26</b>)</p>	<p>All learners have the appropriate supports in place to help them regulate, thrive and achieve their next steps.</p> <p>All staff feel confident in the GIRFEC procedures/paperwork, and these are in place for the children who require them to ensure support is carefully planned for.</p>	<p>Evidence of Up, Up and Away strategy bubbles.</p> <p>Evidence of GIRFEC paperwork (if appropriate) in PLPs e.g. IEPs, Up, up and away, AoN etc.</p> <p>CPM calendar in place for setting.</p> <p>Evidence of Up, Up and Away strategies being shared at weekly meetings when reviewed.</p>
Policies and procedures must continually be updated with current legislation.	<p>Update Changing a Child policy and share with all stakeholders</p> <p>All staff to develop their understanding/confidence in administering medication procedures.</p> <p>All staff should be more aware of Realising the Ambition and making links with our professional learning</p> <p>All staff should become aware of the new joint</p>	<p>Julia Hale (EYO) updating Changing a Child and sharing with staff (by Sept 25)</p> <p>Lindsay Munro (EYO) to update staff on administering medication procedures (Feb 26)</p> <p>DHT and Early Years Teacher to refer to RTA within Professional Learning Sessions around Planning and GIRFEC (<b>ongoing</b>)</p>	All children are safe and have their needs met within our setting.	<p>Initial questionnaires about all legislation/policies &amp; procedures to gather data about staff confidence in Aug 25 then revisit in April 26.</p> <p>Evidence these are being followed within daily observations and planned Shared Learning Visits.</p>

	<p>framework from Education Scotland and Care Inspectorate, and use this to support self-evaluation</p> <p>All staff should be aware of the updated Setting the Table guidance and use this to plan for mealtimes.</p>	<p>DHT to use Joint Framework for Question of the Month with staff to help familiarise them with this <b>(monthly – ongoing)</b></p> <p>Lindsay Munro (EYO) to familiarise herself then lead on ensuring Setting the Table guidance is being used within the setting by all staff. <b>(Oct 26)</b></p> <p>Lindsay Munro (EYO) to work with EYDs and School Kitchen to ensure Setting the Table guidance is followed <b>(ongoing)</b></p>		
Evaluation (January, May)				

Learning Community Information	
Schools/Establishments	
Head Teachers	
Link QIEO	

Learning Community Improvement Priority 1 2025-26	
Priority	
Person(s) Responsible	
Next Steps from Learning Community Evaluations	

HGIOS 4 QIs	NIF Priority

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?)

Evaluation (January, May)



**Learning Community Improvement Priority 2 2025-26**

**Priority**

**Person(s) Responsible**

**Next Steps from Learning  
Community Evaluations**

**HGIOS 4 QIs**

**NIF Priority**

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?)

Evaluation (January, May)