



School Improvement Plan

2026-27



INTRODUCTION - School Improvement Planning 2026/27

This document outlines our identified priorities for Session 2026/27, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2025/26. For more information on our performance, see our School Improvement Report June 2026.



Areas for Improvement 2026-27

Based on school, local and national priorities

	Improve / New ↓ <i>Think key priority</i> <i>Action plans needed for these</i>	Consolidating / Continue ↓ <i>Think 'embed, expand'</i> <i>Building on previous activity</i>	Explore / Understand ↓ <i>Think 'questions, wicked issues'</i> <i>May be key priorities next session</i>
Learning, teaching, assessment	Within the creativity / Play focus, develop tracking of meta skills throughout the school	- Ensuring good practices of differentiation in our teaching approaches - Assessment data used to prioritise support and challenge to maximise attainment and achievement	Evaluate impact of current moderation approaches. What supports? Impacts our children?
Inclusive practices	Review the 'be the best you can be' policy, in light of recent and current documentation and guidance from Scottish Government.	- Continue use of fix-it folders, reviewing their use within reviewed policy. - Use of Solution Circles to focus on supporting our children	How do we balance and manage neuroaffirming environments with highly disruptive and dysregulated behaviour?
Curriculum	- Writing – engage with National Improving Writing Programme (P1-7) - Mark Making focus within early literacy approaches (ELC) - Creativity – focus on creativity within the curriculum, including a play strategy for the school.	- Embed reading approaches as we expand our new reading scheme. - Continue to focus on reading for enjoyment	CIC to be planned and support staff to embrace new opportunities it may bring
Leadership			

Early Learning & Childcare	• Writing – mark making focus within early literacy work • Creativity and play, a whole school approach – developing meta skills and the tracking of these. • Focus on values which will inform review of ‘Be the best you can be policy’ • Engage regularly with new Quality Improvement Framework to build up an understanding of the quality of the setting.	• Embed the early literacy and numeracy approaches developed over the last 2 years with key worker groups • Embed expectations in writing high quality observations	•
Team Around the Cluster	• Hub for Kelso – event for cluster • Workshop offer for families	• Use adapted CAG focus to maximise impact	•

Action plan 1: Further developing Creativity and Play in the curriculum

Intended outcome: 1. Children will experience a curriculum with increased creativity and play opportunities, which develop their meta skills. The level of engagement in learning will increase. 2. Children will be able to talk about their learning with increased confidence. 3. Tracking of meta skills will be developed, to evidence and track children's progress ELC-P7. 4. Develop zones in the playground to improve the break / lunch time experiences for children, increase inclusion and reduce low level behaviours. (This will inform and influence the work we do in action plan 2.)			NIF link: 3, 4, 5, 6
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
• Self evaluation data from staff and pupil feedback identifies the need to have more creativity within the curriculum, to increase engagement, develop meta skills, provide further opportunities for depth, personalisation, choice, pupil voice and pupil leadership.	1. Planning and teaching will reflect the focus on creativity and play. It will identify the meta skills being taught and explored by children. 2. Explicit teaching of vocabulary will enable children to talk about their learning with increasing confidence 3. Tracking system to be developed to track meta skill development for ELC-P7 4. Create a pupil group to lead playground development work. 5. Train playground leaders to support the new playground zones and be responsible for setting up / clearing any mobile equipment and reporting when resources need replenishing 6. Seek support from the Parent Council and Community with their ideas, as well as funding and practical help getting started.	1. Staff and pupil feedback 2. lesson observations 3. tracking system in place and being used to inform teaching 4. pupil group discussions, plans and photo evidence of use 5. playleaders trained and supporting the zones, their evaluations as well as other pupil evaluations, playground incidents reduced 6. funds in place and support from volunteers to support zone development – photo evidence of zones in use	October: December: February: April:

Action plan 2: Review the 'Be the best you can be' policy

Intended outcome: - Children will learn in an increasingly calm and positive learning environment, where children feel safe and happy, where there are clear boundaries and consequences to support all children. - Incidents of lower and higher level disruption is reduced, with appropriate supports in place for children displaying disruptive behaviours and those experiencing unwanted behaviours. (AP1.4 will also support this)			NIF link: 1, 2, 6
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
- There has been an increase in low level disruption to learning in some classes. We have also noticed an increase of name calling including racist, cultural, gender biased, misogynistic and homophobic language. The school 'be the best you can be' policy is not being consistently implemented by staff. - We have seen a decrease in higher level disruption within the school, however there are still some individuals that we need to support to increase their engagement in learning and reduce the negative impact on themselves and others that results from their unwanted / dysregulated behaviours.	- Staff will familiarise themselves with key Scottish government guidance regarding racism, anti-bullying, inclusion and behaviour management. - Discussions with pupils, parent council and staff across the school regarding the content of 'be the best you can be' policy. - Agreement about updating and consistency of delivering the updated policy. - Identify and agree approaches to address issues raised to ensure implementation of the policy, which is to include our approach to managing bullying (including racial, cultural, gender biased, misogynistic and homophobic language)	- Reduced low level disruption during learning time and break / lunch times. - Reduced high level disruption during learning time and break / lunch times. - Feedback from pupils, parents and staff - Track engagement in learning for identified individuals on radically revised timetables	October: December: February: April:

	• Radically review individual wellbeing plans and timetables to increase engagement in learning for identified individuals.		
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Action plan 3: Improving P1 writing attainment (curriculum)

Intended outcome: By June 2027, all Primary 1 learners will experience consistent, high-quality explicit teaching of writing using the SBCway Writing Bundle. This will result in improved attainment in P1 writing from 83% to 85%.			NIF link: High levels of achievement and attainment Highly skilled teachers and school leaders Inclusive and relevant curriculum and assessment
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half-termly)
• Baseline attainment data shows that 83 % of P1 learners currently 'on track' in writing. • Inconsistent approaches to teaching early writing across classes/settings • Need for greater clarity in progression through the writing continuum • Staff confidence varies in delivering explicit teaching approaches (e.g. modelling, oral rehearsal, scaffolding) • Need to strengthen links between phonics, drawing, and writing to support early composition	• All P1 teachers will attend the P1 Writing Launch (August 2026) • Cluster Lead HTs will support school engagement with the approach across their cluster • Staff will attend twilight sharing and development sessions • Implementation of the SBC Writing Bundle • Use ELC transition data to identify starting points • Track progress across the writing continuum • Regularly review attainment data to inform next steps • Ensure all learners access predictable, structured writing experiences	Outcome Measures (Attainment) • Increase in % of P1 learners on track in writing. • Reduction in attainment gaps across groups Process Measures (Teaching & Learning) • Evidence of consistent use of Writing Bundle structure (Talk & Draw / Talk & Write) • Staff feedback evidences increased confidence in teaching writing • Learner voice shows increased engagement and confidence in writing Balance Measures • Writing attainment improves without negatively impacting: • Learner engagement • Breadth of curriculum • Staff workload	October: December: February: April:

Action plan 3: Improving P2 – 7 writing attainment (curriculum)

Intended outcome: By June 2027, pupils judged as ‘on track’ in writing attainment will increase from 81% to 85% as evidenced through school tracking data, moderated evidence and standardised assessments.			NIF link: High levels of achievement and attainment Inclusive and relevant curriculum and assessment
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
• Baseline data shows: 81% of learners ‘on track’ • Writing attainment is lower than other literacy organisers and/or below national/local expectations. • Moderated evidence highlights inconsistency in use of writing tools, independence in writing and quality of extended writing • Learner voice indicates variable confidence and engagement in writing. • Participation in the National Improving Writing Programme offers a structured, evidence-informed approach to improve outcomes.	• Engage fully with the National Improving Writing Programme (NIWP): staff attendance at all sessions (launch + twilight CLPL) • Implement the Writing Bundle within identified classrooms, incl: ○ explicit sharing of Learning Intentions and Success Criteria ○ modelling and use of high-quality stimuli ○ structured dialogue to support thinking and writing • Use Quality Improvement methodology to track progress • Strengthen assessment and tracking incl. regular moderation of writing and use of Benchmarks to support professional judgement • Provide ongoing collegiate support incl. tracking meetings and collaborative planning and reflection	Outcome measures (Attainment) • Increase in % of learners ‘on track’ in writing from 81%→ 85% Process measures (Practice) • Evidence of consistent use of writing bundle • Teacher planning reflects agreed pedagogy • Moderation activities show increased consistency in professional judgement Balance measures • Increased learner confidence and independence in writing (learner voice) • Staff confidence in teaching writing improves (staff feedback) • Writing is embedded regularly without compromising learner engagement	October: December: February: April:

Action plan 4: ELC

Intended outcome: 1. Further develop mark making opportunities within early literacy, providing a strong foundation for the writing focus across the school. (Links to AP3) 2. Further develop creativity opportunities within the playroom. (Track the development and progress of meta skills – see AP1.2) 3. Children will know what behaviour is a ‘yes please’ and ‘no thank you’, which will inform the review of ‘Be the best you can be policy’ and support the understanding of the school values and vision (Links to AP2) 4. Engage regularly with new Quality Improvement Framework to build up an understanding of the quality of the setting.			NIF link: 3, 4, 5, 6
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
• Attainment in writing needs to improve across the school. Nursery is foundation of our school, so by promoting creative and engaging ways to mark making we aim to create a positive attitude to writing. • The majority of children engage in creative learning opportunities at depth; we would like to see this increase to most children. Planning needs to identify the Meta skills being promoted to children. • There are some low-level behaviours within the nursery, which requires some support to help children know what is a	• Plan increased and various opportunities for mark making within the playroom, developed further by children’s feedback and interests • Ensure opportunities for children to be creative and develop meta skills are planned for and then further developed by children’s interests • Children will have opportunities to talk about behaviours and identify them to be ‘yes please’ or ‘no thank you’ behaviours. Children will develop their understanding of the school values and vision	• Intentional Promotion Planning • Children’s feedback • Meta skills tracking system and data • Children observations • Resources and displays • Professional learning time, feedback to inform next steps • Moderation dialogue with colleagues	October: December: February: April:

'yes please' and a 'no thank you'. • Staff need to further engage with the new Quality Improvement Framework to become more familiar and comfortable with the expectations.	as well as a simplified version of the zones of regulations • Staff will engage in professional learning, including those provided by SBC, to further develop their knowledge and understanding of the new Quality Framework. • Moderation work about the Quality Framework with Cluster colleagues will support a shared understanding of expectations and standards.		
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Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	- Ensuring good practices of differentiation in our teaching approaches - Assessment data used to prioritise support and challenge to maximise attainment and achievement	KD / FM	Lesson observations; professional dialogue; attainment meeting notes; tracking	Oct 2026
2	- Continue use of fix-it folders, reviewing their use within reviewed policy. - Use of Solution Circles to focus on supporting our children	KD / SB	Fix-it folders in use, solution circles used to discuss more challenging situations	Dec 2026
3	- Embed reading approaches as we expand our new reading scheme. - Continue to focus on reading for enjoyment	SB	Attainment data; assessment data; feedback from children	Apr 2027
4	- Embed the early literacy and numeracy approaches developed over the last 2 years with key worker groups - Embed expectations in writing high quality observations	KD / LM	Attainment and tracking data; monitoring and evaluation findings and feedback	Dec 2026

Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	Evaluate impact of current moderation approaches. What supports? Impacts our children?	SB	Aug 2028	
2	How do we balance and manage neuroaffirming environments with highly disruptive and dysregulated behaviour?	KD / CB		
3	CIC to be planned and support staff to embrace new opportunities it may bring	KD / SB	Aug 2028	