



School Improvement Plan

2025-26



INTRODUCTION - School Improvement Planning 2025/26

This document outlines our identified priorities for Session 2025/26, 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 2024/25. For more information on our performance, see our School Improvement Report June 2025.



Areas for Improvement 2025-26

Based on school, local and national priorities

	Improve / New ↓ Think key priority Action plans needed for these	Consolidating / Continue ↓ Think 'embed, expand' Building on previous activity	Explore / Understand ↓ Think 'questions, wicked issues' May be key priorities next session
Learning, teaching, assessment	- Differentiation (incl challenge) - Tracking, assessment - moderation	- review, amend and implement assessment calendar / year plan / expectations - supporting dyslexia in the classroom	Add skills to tracking of wider achievement
Inclusive practices	- Neurodiversity (cluster) - Restorative conversations	- tracking wider achievement - Dyscalculia - Edenside Grows together	Rights respecting award
Curriculum	#SBC Way – Reading #SBC Way – Writing #SBC Way – STEM / Science / SSERC (meta skills) - Digital school award (cluster)	#SBC Maths pathways - loose parts play embedded with a meta skills focus	- Play strategy - Review curriculum offer
Leadership	ELC practitioners to have a swap / shadow day – each in different settings and sharing back	Continue to develop SLT	Supervision for staff
Early Learning & Childcare	- Further numeracy and emerging literacy training - Observations and identifying next steps in learning	Maintain high quality learning environments	

Action plan 1: Learning, Teaching and Assessment

Intended outcome: 1. Staff classroom practice will demonstrate an increase of the effective use of differentiation which is moving learning forward for all children including the more able. 2. Tracking and assessment approaches will be reviewed in light of the SBCWay progressions, to ensure teachers develop a more accurate understanding of children progress 3. Staff will participate in a variety of Moderation opportunities in stages, across the school and within the cluster to ensure teacher judgements are aligned to national standards			NIF link: 3, 4, 5, 6, 8
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?	What progress has been made?
1. HMIE have identified this as an area we need to improve in Teaching and Learning. 2. The schools current tracking and assessment systems need to align with SBC progressions and expectations. 3. SLT have identified that more moderation needs to be planned into the school year. This was confirmed by HMIE's feedback.	1a. Staff training on differentiation 1b. As a staff consider and implement approaches to challenge more able learners 2. Review current school approaches to tracking and assessments in light of SBC progressions, to ensure staff have a more accurate understanding of children's progress and approaches are manageable for class teachers. 3. We will agree a plan of moderation for the school year which will include focussed time in stage, school and cluster meetings.	1 Lesson observations and school review will identify a variety of differentiation approaches are being used across the school and there is challenge for more able learners 2. Staff feedback is positive about any changes made and there is clarity about expectations, purpose around assessments and tracking. 3. Staff professional discussion will clarify shared understanding of standards and expectations across the school. These discussions will lead to agreeing next steps and interventions for children to reduce gaps in learning.	October: December: February: April:

Action plan 2: Inclusive Practices

Intended outcome: 1. Enable all staff to understand and support the needs of neurodiverse learners more effectively in school. (see Cluster plan – led by EP) 2. Enable staff (and in turn children) to facilitate (and participate in) a restorative conversation with increasing confidence and independence			NIF link: 2, 3, 4, 5, 6, 7
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?	What progress has been made?
2. Restorative conversations are key to supporting children to resolve issues they encounter. As children mature, we want them to become more independent in managing these issues. Skills for life.	a. Staff training about leading and supporting restorative conversations. b. Provide a handy sized question card to remind / support conversations. c. Display posters about restorative conversations in appropriate places around the school as handy reminders for staff / pupils. d. Train P6s and P7s about restorative conversations and support them to use these with increasing independence to resolve their disagreements	Staff feedback will show an increase in confidence in leading restorative conversations between children. Senior pupils will lead restorative conversations themselves, increasing their emotional literacy and reducing escalated incidents.	October: December: February: April:

Action plan 3: Curriculum

Intended outcome: 1. Reading – Revisit and agree effective strategies for teaching reading, in light of the #SBCWay and feedback from HMIE, to ensure consistency of high-quality teaching of reading across the school. 2. Writing – Review and align writing approaches in light of #SBCWay, to ensure high and clear expectations across the school. 3. STEM/Science/SSERC (meta skills) – To ensure meta skills are being developed across the school, through aspects of STEM #SBCWay, SSERC input and loose parts play. 4. Digital Skills Award – to improve approaches to teaching and learning in relation to digital skills. To ensure high levels of digital literacy across schools. To ensure the Inspire resources are used to ensure equity for children, supporting learners with additional support needs (see cluster plan for details)			NIF link:3, 4, 5, 6, 8
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?	What progress has been made?
1.Feedback from HMIE identifies reading as an area for us to focus on	1a. Staff and children audit. Keep, adapt, stop, new. 1b. Staff training about effective reading strategies from early to third level. (T+PSAs+EYPs) 1c. Invest is a 3 year plan to replace the reading scheme to be phonics based. 1d. Implement agreed approaches across the school, with support agreed with individual staff. 1e. Communication with parents about agreed approaches	• Audit staff and children views of changes made and impact had • Analysis of assessment data re reading for impact of this work • Moderation activities will demonstrate staff have a clear and shared understanding of national standards.	October: December: February: April:

Action plan 4: Leadership - ELC – Professional Sharing of Good Practice

Intended outcome: Provide Opportunities for staff to experience other early years settings, to engage in professional learning, share good practice and consider if they could take something they have seen and implement in their own practice / setting.			NIF link: 1, 2, 4, 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?	What progress has been made?
Staff have stated that they wish to spend time in another setting to enable them to involve in professional dialogue and share good practice.	- Have a baseline for finding out – who would like to involve, what they want from it, what success would look like for them. - Offer the opportunity to swap for a day with another colleague at another setting. The visiting colleague will make notes and take photos of their experience to share with their own colleagues, during a staff meeting / gathering eg Friday afternoon. - Staff may suggest to try / change something from what they have seen. - Evaluate the impact of their visit on their practice / their setting. - Evaluate experience to consider next steps / opportunities for next session.	- Feedback from staff. - Sharing of good practice impacting practice of other setting / practitioner - Increased confidence of practitioner in their own abilities and skills by sharing / supporting a visiting colleague.	October: December: February: April:

Action plan 5: Early Learning and Childcare

Intended outcome: - Staff will engage in further training in numeracy and emerging literacy, to ensure the key worker input times are maximising learning for our children - High quality observations are being made and recorded on Showbie, by all practitioners, and next steps in learning identified.			NIF link: 4, 5, 6, 8
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?	What progress has been made?
1. The staff training in numeracy has shown to positively impact practice and increase child engagement. We need to build on this and extend to other areas of numeracy and literacy. 2. Feedback from HMIE stated that <i>“Most practitioners would benefit from continued, specific feedback about how to improve their observations of significant learning. The team should continue to improve how they identify and document what children are ready to learn next.”</i>	1a. Identify and agree a staff training program for the year 1b. EYO/P will role model and demonstrate good practice for team for peer observations 2a. EYO / HT will agree monitoring and evaluation calendar 2b. EYO/P will role model and demonstrate good practice for team for peer observations (WAGOLL discussed) 2c. Individual observation feedback will be given and next steps for EYP identified 2d. Further observation will refer to previous next steps. 2e. Moderation of observations as a team (INSET)	Staff feedback and confidence Observations of practitioners Engagement of children will improve Observations of children’s learning will identify impact Monitoring and evaluation of observations will show that quality of observations has improved, and the individual feedback has been acted upon. Staff confidence has increased following support and challenge activities identified.	October: December: February: April:

Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	review, amend and implement assessment calendar / year plan / expectations	Susie Bryce	Assessment calendar, year plan and expectations reviewed and monitored	Oct 2025
2	supporting dyslexia and dyscalculia in the classroom	Frances McTeir	Training and materials revisited with staff to ensure all class teachers feel confident in supporting children needs	Oct 2025
3	tracking wider achievement	Gillian White	Wider achievement trackers completed, analysed and responded to.	Oct 2025 and Mar 2026
4	Edenside Grows together	Susie Bryce, Lynsey McHarg	New projects agreed for the year	Dec 2025
5	#SBC Maths pathways	Susie Bryce	SBCWay used to support planning and delivery of maths and numeracy	Dec 2026
6	loose parts play embedded with a meta skills focus	Gillian White	Clear guidance and support materials provided, and loose parts replenished, to enable successful sessions for children to continue.	Nov 2025
7	Maintain high quality learning environments in ELC	Lynsey McHarg	Part of monitoring and evaluation calendar	monthly

Explore / Understand

Process			Progress Tracker	
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	Add skills to tracking of wider achievement	Gillian White	December 2027	Add skills to wider achievement tracker for all children
2	Right Respecting Schools Award	Laura Douglas	June 2027	We will start this work when we have gained the digital schools award in 2025-26
3	Play strategy	Gillian White	June 2028	Working with EYO, further develop play strategy for the whole school.
4	Curriculum review	Karen Dixon	June 2028	Using the May 2025 INSET feedback, create a plan to review the curriculum
5	Supervision for Staff	Ask for volunteers	December 2027	Train 2 members of staff, one from ELC and one from School