



# Standard and Quality Improvement Plan 2025-2026



## Priority 1

To promote consistently high standards of teaching, learning and assessment for all early level learners through an improved curriculum and pedagogy, with a focus on synthetic phonics.

### Steps

- Synthetic phonic scheme to be introduced in P1 – Phonics International
- Link made between phonics teaching and phonics based reading resources.
- Professional development training for P1 staff
- Increase parental involvement to support phonics at home through parental workshop as part of Help Your Child to Succeed

## Priority 2



To further develop the success of National Nurturing School to ensure continual improvement and sustainability. Aligning National Nurturing School Award with phase two of SLC Attachment Accreditation. To place focus on stakeholder agency through skills development and leading learning

### Steps

- Whole class screen to become an annual assessment for early intervention at the P2 stage.
- Next two pieces of SLC attachment jigsaw, See the Whole Person and Hear Their Voice will be submitted for accreditation.
- Staff awareness of children's needs, as identified through the self-evaluation of the Stirling Wellbeing Scale. This assists in the staff understanding of the wellbeing needs for of all pupils allowing targeted support. Empower staff to analysis data and identify trends.
- Young Leaders of Learning group established and trained in approach.
- YLL group to undertake visits in classes and link with another school to promote learning and improvement across the school.
- Skills based application forms embedded across all school roles of responsibility.
- SLC skills framework will be used to embed relevant vocabulary allowing learners to identify skills development across the totality of the curriculum
- Masterclasses – term 3
- YLL – lunchtime clubs / librarian club / nurture lunch led by children
- DYW – careers event for P6/P7 / collaboration with partner school

## Priority 3

Enhance the quality of learning, teaching and assessment for all learners through an improved curriculum and pedagogy, with a focus on Inquiry Based Learning and Social Subjects.

### Steps

August- October 2025

- SLT attendance at leadership CLPL and whole staff attendance at CLPL session 2 and 3.
- Review of current approaches to IDL during these sessions: staff to complete the SWOT analysis tool.
- Staff to complete a teacher confidence survey
- Pupil Leuven scale undertaken as a baseline for a focus group of learners in each class.

October – December 2025

- Staff attend CLPL session 4 and 5
- Staff review possible approaches to inquiry and select the approach to pilot in January.
- Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards..

Jan – April 2025

- All classes undertake an inquiry-based project.
- Learning for this project is displayed in class using the inquiry cycle.
- Peer visits of inquiry lessons.
- Pupil Leuven scale completed for a focus group of children in each class.
- Retrospective planning/ tracking completed, highlighting coverage of Es and Os and skills from the SLC framework.
- Staff discussion of projects and collaborative planning of possible next steps.
- Staff confidence survey revisited.

## Priority 4

To promote consistently high standards of teaching, learning and assessment for all learners through an improved curriculum and pedagogy, with a continued focus on further developing the awareness of UNCRC across the school community.

### Steps

- Staff and UNCRC pupil voice committee to create an implementation plan on how rights-based learning will progress.
- All children to participate in pupil voice groups to ensure that they have a voice in all decisions that affect them in school, including budgets.
- Introduce SLC Making Rights Real Resource with quality teaching and learning