

School Information (Including ELC/Nursery if applicable)

School/Establishment	Broughton Primary School
Head Teacher	Maria Gowans
Link QEO	Shelley Graham

School Statement: Vision, Values & Aims, Curriculum Rationale

At Broughton primary our vision is '**Reach for the Stars**'.

we aim for:

- High Expectations
- A caring, happy and secure environment
- An engaging and challenging curriculum
- Everyone supported to achieve their potential
- A respectful and inclusive community
- Working together and valuing partnerships
- Preparing our learners for an ever changing world
- Promoting a healthy lifestyle

The values we promote are Honesty, Trust, Respect, Fairness, Responsibility and Kindness.

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Leadership of working groups Sustainability RRS	Leadership of working groups Sustainability RRS: Working towards Gold	RRS: Working towards Gold
2.3	Skills progression: Launch and review Writing	Skills Progression: Embed Reading: Audit and review of practice – update in line with current thinking	Reading: Embed new approaches

3.1	Leadership for Equity training for all staff (LC Improvement Plan) Dyslexia Training ASD training	Review of needs	Review of needs
3.2	Further develop writing - moderation Talking and Listening framework Launch new tracking system Introduce system for tracking wider achievement	Reading (as above) NSPCC Scotland – PANTS resources – integrate into RSHP	Reading (as above) Review of Maths and Numeracy
2.2	Introduce Art framework Skills progression	Embed art	Food and Health Drama

School Improvement Priority 1 2025-26

Priority 1	<ul style="list-style-type: none"> To increase practitioners' confidence in the planning, teaching, and assessment of all areas of reading and maths, including in the use of digital technology To raise attainment in reading and maths.
Person(s) Responsible	HT
Next Steps from Standards and Quality Report	<p>To strengthen reading pedagogy in line with CEC literacy progression pathways through reviewing current practice to improve outcomes for learners</p> <p>Implementation of Numeracy Progression Pathways within the primary schools (LC Improvement plan) and strengthening pedagogy.</p>

HGIOS 4 QIs	NIF Priority
3.2 Raising attainment and achievement 2.3 Learning Teaching and Assessment 2.2 Curriculum: Learning pathways	Improvement in attainment

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>Delivery of Reading and pedagogy has not been reviewed for a number of years.</p> <p>Some resources are outdated and do not reflect the diversity within the school.</p>	<p>Audit of current practice against the CEC progression pathways. Research and implementation of sound pedagogical approaches.</p> <p>Audit of resources - replace as necessary</p>	<p>Staff survey of current practice. (Dept meeting 20/08)</p> <p>Read CEC Literacy strategy and appropriate professional reading</p> <p>Working Group attend CEC Pedagogy training to develop current skills and understanding. Begin to disseminate to staff through CAT sessions.</p> <p>Plan and use observation feedback, survey feedback and professional dialogue to inform next steps.</p> <p>January onwards – start making changes to current practice.</p> <p>Purchase new resources if necessary</p>	<p>Planning will be in line with CEC progression pathways</p> <p>Lessons will meet the needs of all learners with suitable pace and challenge</p> <p>Surveys will show pupil and parent views over time following initial changes.</p> <p>There will be a rise in pupil attainment over time (year 2).</p> <p>Resources will meet the diverse needs of the school community</p>	<p>Planning</p> <p><i>Discussion in Dept meetings</i></p> <p><i>Audit of class plans – weekly and termly</i></p> <p>Observations and evidence from jotters/Teams</p> <p><i>Shared classroom Practice - October and March</i></p> <p><i>Gather pupil views during this.</i></p> <p>Data</p> <p><i>Pupil and parent surveys in October and May to look at engagement levels</i></p> <p><i>Audit of resources at start and end of year.</i></p> <p><i>Survey results</i></p>
<p>Delivery of mathematics has not been reviewed against the CEC progression pathways</p> <p>Some areas of current programmes do not fit within the new progression pathways.</p>	<p>Audit of current planning processes (Working Group)</p>	<p>Review current programmes (SEAL) against the progression pathways adapting where necessary.</p> <p>Identify any gaps within current practice and fill.</p> <p>Audit of current resources – source appropriate materials where necessary.</p> <p>Staff survey of skills and identify areas where CLPL is needed.</p>	<p>Planning will be in line with CEC progression pathways</p> <p>There will be a rise in pupil attainment over time.</p> <p>Resources will better match outcomes.</p>	<p>Planning and weekly timetables</p> <p>Teacher feedback</p> <p>Observation of lessons and learning tasks</p> <p>Data</p>

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Evaluation (January, May)				

School Improvement Priority 2 2025-26

Priority 2	Ensure that Learning for Sustainability is well embedded throughout our curriculum developing opportunities for outdoor learning and providing opportunities for learners to be active participants in their learning
Person(s) Responsible	Sustainability Lead and Staff working group
Next Steps from Standards and Quality Report	<p>Introduce a dining room charter.</p> <p>Deliver parent/carer RRS drop-in session.</p> <p>Expand outdoor learning particularly at second level.</p> <p>Further develop the use of the outdoor classroom particularly at second level</p> <p>Continue to use the wooded area of St Marks Park for regular whole class experiences – develop CT confidence through modelling activities especially at second level.</p> <p>Develop the use of Loose Parts so as to ensure progression.</p>

HGIOS 4 QIs	NIF Priority
<p>1.2 Children and young people leading learning</p> <p>1.3 Implementing improvement and change</p> <p>2.2 Developing the curriculum</p>	<p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in children and young people's health and wellbeing</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>Continue to work towards Gold accreditation in RRS</p> <p>Parents have indicated they would like more information on RRS and how they can support.</p>	<p>Creation of a dining room charter.</p> <p>Providing opportunities for parent drop-ins and information sessions on RRS</p> <p>Continue to embed principles of RRS through assemblies, class charters and links to learning, use of restorative approaches and providing regular newsletters.</p>	<p>Staff and Pupil group leading</p> <p>On creating a dining room charter.</p> <p>All classes create classroom charters and reflect regularly on Children's Rights through links in learning.</p> <p>Planned sessions for parents/carers</p>	<p>Whole school understanding of what being a RRS means.</p> <p>Gold Accreditation</p>	<p>Pupil, staff and parent feedback</p> <p>Feedback from RRS Assessors</p>

Continue to embed outdoor				Plans and classroom timetables
Evaluation (January, May)				
second level. Use of the school grounds needs to be further embedded.	playground and in the wooded area of St Mark's Park especially at second level.	Landscapes. Sustainability Lead modelling lessons and activities	Classes regularly using the playground and park areas around the school to deliver well planned activities.	
		Creation of first and second level planners with activities for each year group		

Broughton Nursery Information	
School/Establishment	Broughton Primary School ELC, including Drummond Community Highschool ELC.
Head Teacher	Maria Gowans
Link QIEO	

School Statement: Vision, Values & Aims, Curriculum Rationale
<p>ELC :</p> <p>Reach for the Stars!</p> <p>Our Vision “We will provide high quality learning experiences to enable all our children to be the best they can. Through a safe, nurturing and inclusive environment where having fun and learning through play is valued.”</p> <p>Our Values Kindness Friendship Respect Honesty</p> <p>Our Aims</p> <ul style="list-style-type: none"> • To make our early learning and childcare setting a safe, nurturing and happy place where everyone is welcome. • To recognise each child is unique, creative and curious. • To provide high quality play experiences. • To promote a healthy lifestyle for now and in the future. • To value parents and carers as their child’s first educator. • To appreciate the wealth of diversity of our families, support them and promote an awareness of and respect for each other. • To work in partnership with our wider community. • Demonstrate a commitment to continuous improvement and personal development.

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

Priority	To ensure children are making very good progress in Maths and Numeracy.			
Person(s) Responsible	DHT/SEYO overall and individual responsibilities indicated as part of the action plan.			
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Develop staff knowledge and understanding of the progression of children's learning in maths and numeracy. • Improve our interactions, experiences and spaces to support maths and numeracy. • Focussed observations show progression in children's learning in maths and numeracy. • Staff have the confidence to identify appropriate next steps for children in maths and numeracy. 			
Links to Quality Framework: Quality Indicators	HGIOELC- 1.1, 1.3, 2.2, 2.3, 3.2		CI Quality framework- 3.1, 1.3, 4.1	
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>Discussions at planning meetings, room observations and monitoring of observations show :</p> <ul style="list-style-type: none"> • Staff are not confident about their knowledge of what children's progression in maths and numeracy looks like. • Observations are not showing progression in children's learning in maths and numeracy. • Interactions and experiences are not rich in maths and 	<p>Staff professional learning using CEC :</p> <ul style="list-style-type: none"> • Maths and numeracy guidance • Observation and planning guidance • Experiences and spaces evaluation tool <p>Staff leadership group to model professional learning in progress.</p> <p>The development of our use of digital technology to enrich and support learning.</p>	<p>August In-Service : DHT lead introduction to the Maths and Numeracy Guidance.</p> <p>From August : EYO leads leadership group and EYPs take responsibility for setting up areas, using the guidance to reflect on how to improve the experiences and spaces to include opportunities for good quality maths and numeracy experiences indoors and outdoors.</p>	<p>Our practitioners are knowledgeable about the progression of children's learning in maths and numeracy.</p> <p>Practitioners identify appropriate next steps for children's learning in maths and numeracy.</p> <p>Experiences and spaces both indoors and outdoors give children opportunities for maths and numeracy learning.</p>	<p>MS Form which will identify practitioners learning after each professional learning session.</p> <p>Monitoring and QA of planning including professional dialogue with practitioners reflecting on planning experiences.</p> <p>Focussed observations by practitioners on children's maths and numeracy skills and the big ideas.</p> <p>QA of interactions, experiences and spaces.</p>

numeracy opportunities.	<p>Intentional planning of maths and numeracy experiences linked to next steps.</p> <p>Link QA and monitoring calendar to ensure evidence is gathered relating to the quality of interactions, experiences and spaces, observations and planning.</p>	<p>DHT and SEYO lead moderation of room observations.</p> <p>EYO lead planning including maths and numeracy across the environment.</p> <p>EYP lead digital pedagogy in maths and numeracy.</p> <p>DHT and SEYO lead Capturing and Monitoring Children's progress Meetings, Oct, Feb and May.</p>	<p>Planning supports children's progression through consideration of interactions, experiences and spaces.</p> <p>Observations of children will show where they are in their learning and progression over time.</p> <p>Practitioners are more confident at identifying children's next steps and linking this to responsive and intentional planning.</p> <p>Our children are making very good progress in their maths and numeracy learning. All practitioners are developing confidence in their professional judgement relating to the DMLOs and children's progress.</p>	<p>Monitoring and QA of children's Learning Journals.</p> <p>Analysis of data from capturing and monitoring children's progress.</p> <p>Practitioner reflections and evaluations of the impact of changes made.</p>
Evaluation (January, May)				

ELC/Nursery Improvement Priority 2 2025-26 (if applicable)

Priority	To improve inclusion for all with a focus on our families being meaningfully engaged in their children's learning and the life of the nursery.
Person(s) Responsible	DHT/SEYO overall and individual responsibilities indicated to be part of the action plan.

	<ul style="list-style-type: none"> • Parental Engagement • Parental Involvement • Family Learning • Learning at Home <p>Clear guidance for observing all children that ensures equity and consistency.</p>	<p>Actions evaluated monthly and plan updated as necessary.</p> <p>August : DHT develop observation guidance.</p> <p>From August : SEYO QA observations Sept, Jan, April Identify more confident staff to mentor less confident.</p> <p>EYO monitor planning monthly ensure there is a focus on planning for all children's skills development overtime.</p>	<p>Our children and families are at the centre of our decision making.</p> <p>There is a recognition of achievements from home.</p>	
Evaluation (January, May)				

School Information : Learning Community Improvement Plan	
School/Establishment	Drummond Learning Community
Head Teachers	Moir Robertson (Abbeyhill PS), Maria Gowans (Broughton PS), Susannah Jeffries (Leith Walk PS), Rachel Robertson (Drummond CHS)
Link QIEO	Iain Hutchison, Laura Monaghan

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Implementation of the Literacy Strategy Develop Leadership for Learning Communities Strategy (incorporating Leadership for Equity) – 2 hours CAT – primaries and DCHS CLs	Implementation of Numeracy Progression Pathways within the primary schools (Drummond to implement in BGE next session)	Parental Engagement/Involvement Strategy
2.3	Talk for Writing	Audit L&T of maths and numeracy Identify improvements to L&T Maintenance of approaches in writing Introduce the assessment framework for T4W	•
3.1	(maintenance of approaches to improving attendance)	(maintenance of approaches to improving attendance)	•
3.2	Raising attainment in Writing	Moderation of reading	•
Additional QIs			Skills progression across the Learning Community (SDS – MWOW)

LC Improvement Priority 1 2025-26

Priority	To raise attainment in Mathematics , Numeracy and Writing
Person(s) Responsible	All HTs

HGIOS 4 QIs	NIF Priority
2.3	Raising attainment in numeracy
2.2	Raising attainment in writing

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>New Numeracy progressions have been developed by CEC</p> <p>Feedback from recent inspections at Drummond and Leith Walk</p>	<p>Consistency in the delivery of lessons</p> <p>Planning based on clear progression</p>	<p>Audit L&T of maths and numeracy Identify improvements to L&T</p> <p>Implementation of Numeracy Progression Pathways within the primary schools (Drummond to implement in BGE next session)</p>	<p>Consistency of L&T approaches across the LC</p> <p>Clear progression in planning across the LC</p>	<p>Shared classroom practice</p> <p>ACEL data</p> <p>Planning</p> <p>Attainment meetings</p>
<p>Inconsistent approaches being used in the assessment of writing</p>	<p>Collegiate approach to developing an assessment framework</p>	<p>Introduce the assessment framework for T4W</p>	<p>Framework being applied consistently across primary schools and understood by Drummond English Teachers</p>	<p>Moderation activities</p> <p>Planning</p> <p>ACEL data</p>

Evaluation (January, May)

