

Three Year Craigroyston Plan for Improvement

2025-2026	2026-2027	2027-2028
<ul style="list-style-type: none"> 2.3 Digital Literacy 	<ul style="list-style-type: none"> 3.1 Wellbeing (Promise Award) 	<ul style="list-style-type: none"> 1.3 Leadership of Change: renew VVA
<ul style="list-style-type: none"> 3.1 & 1.4 Pupil and Staff Wellbeing 	<ul style="list-style-type: none"> 2.7.3 Partnerships + 2.5.1 Family Learning 	<ul style="list-style-type: none"> 3.1 Ensuring Wellbeing, Equality and Inclusion: Equalities Policy and curricular review
<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment: Quality of Teaching 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment: Effective Use of Assessment 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment: skills
<ul style="list-style-type: none"> 2.2 Curriculum: Rationale 		<ul style="list-style-type: none"> Curriculum Pathways
2.1.3 Safeguarding		

Learning Community Three Year Plan for Improvement		
<ul style="list-style-type: none"> Digital Pedagogy (2.3) Inclusion (3.1) Attendance (3.2) 	<ul style="list-style-type: none"> LC Promise Award (3.1) V,V,A for LC to Include Granton Waterfront School (1.3) Attendance (3.2) 	<ul style="list-style-type: none"> Equalities Policy and curricular review (3.1) Achievement (3.2.3) Attendance (3.2)



PRIORITY 1: raising attainment in literacy through improving digital learning, teaching and assessment

EDINBURGH IMPERATIVE: CURRICULUM- we will provide our learners with a curriculum pathway which meets their needs and enables them to flourish and succeed and we will ensure critical thinking, creativity and ethics are key aspects of the curriculum as the impacts of Artificial Intelligence are increasingly incorporated into daily lives

<p>NIF AREA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input checked="" type="checkbox"/> improvement in attainment, particularly in literacy and numeracy 	<p>HGIOS 4 Quality Indicator(s)</p> <p>3.3.2 Digital innovation 3.3.3 Digital literacy 2.2.3 Curriculum 2.3.1- 2 Learning, Teaching and Assessment</p>
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Overall Responsibility: Amanda Edwards (PT at Craigmroyston Primary) supported by Eleanor, Maria, Yvonne, Jo, Elaine, Lauryn, Alana, Allan, Vikki and Eve

Next Steps identified from Self Evaluation/ Feedback:

- inconsistency of practice across the school
- poor progression from 3-18, particularly at points of transition
- digital entitlement not being met for all learners
- varied staff skill and confidence

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?)
<ul style="list-style-type: none"> - inconsistency of practice across the LC - poor progression from 3-18, particularly at points of transition - digital entitlement not being met for all learners - varied staff skill and confidence - need for updated Literacy and English Pathways 	<ul style="list-style-type: none"> - a digital strategy based on the Digital School Award Scotland (DSAS) - a digital progression using the new CEC Digital Technologies Progression staff CPD and moderation - robust links between digital planning and the new CEC Literacy and English Pathways and our new reading scheme 	<ul style="list-style-type: none"> - digital lead group facilitate completion DSAS self evaluation toolkit by September 2025 - digital lead group to create action plan by October 2025 to ensure DSAS is achieved by May 2026 - 2 digital LC moderation sessions 	<ul style="list-style-type: none"> - LC has a shared vision for Digital Learning and Teaching - Digital technologies are used to deliver curriculum (linked with the new CEC Literacy and English Pathways) - Professional development is impactful and robust - Resources and infrastructure are fit for purpose - Learning, teaching and assessment in all areas of literacy is consistent and underpinned by the principles of curriculum design leading to improved attainment 	<ul style="list-style-type: none"> - DSAS evidence tool - almost all children are attaining appropriate levels for listening and talking and a few have exceeded this - the majority of children are attaining appropriate levels in writing - most children are attaining appropriate level in Reading and a few have exceeded these



PRIORITY 2: improving staff and pupil wellbeing

EDINBURGH IMPERATIVE: INCLUSION- we will take more action to prevent and respond to behaviours of concern, including working with parents and carers

EDNBURGH IMPERATIVE: PEOPLE AND PROGRESS- we will encourage healthy working habits and develop the physical, social and emotional health and wellbeing of all learners, viewing learning for life as everyone's entitlement

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Overall Responsibility: Alana Rowland (DO Wellbeing at Craigroyston Primary) and Rebecca Favier (HT) supported by Julie Richards

Next Steps identified from Self Evaluation/ Feedback:

- information gathered throughout the Teaching Sprint session 24/25 (relationships and behaviours) indicates that a next step for staff and pupils is to develop our shared understanding of how the brain works and how emotions are regulated/ dysregulated
 - relationships and behaviour proceure has been updated and revisions made and this is workng well however staff have identified the need for:
 - o pupils to be facilitated to have increased self awareness and tools to mamaneg their emotions
 - o a common/shared language and approach across the school for communication, problem solving and emotional understanding
 - almost all staff report being well supported in their work place however staff also recognise the importance of prioritising both our collective and individual wellbeing

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?)
<ul style="list-style-type: none"> - there is no common/shared lanaguage across the school for communication, problem solving and emotional understanding - our dedicated staff team need oportunity to focus on both their individual and collective wellbeing 	<ul style="list-style-type: none"> - develop and implement a shared approach to emotional literacy across the school (pupils, staff, partners and parent/carers) - protect time for staff to explore individual and collective wellbeing in dynamic and innovative ways 	<ul style="list-style-type: none"> - work with our partner EmotionALL to bring emotional literacy learning to life across the school and within the wider community of staff, families and partners - work with our partner ClareLovellCoaching to implement a series of dynamic staff wellbeing opportunities 	<ul style="list-style-type: none"> - almost all pupils can talk confidently about how their brain works and can use our shared language to outline tools and strategies to support them to manage their emotions: evidenced through teacher assessment rubrics and P3-P7 pupil survey (Jan 2026 and May 2026) - all staff use consistently our shared language and approaches to facilitate communication, problem solving and emotional understanding: evidenced through SCE and staff discourse analysis - the majority of our parents/carers have accessed our new approaches: the majority of parents have attended a parent/carer session, watched our information video or accessed the information via Mrs F's Blog or newsletter) - all staff recognise that they have had meaningful and dynamic opportunity to build individual and collective resilience and self-efficacy, and staying well when facing cumulative and long-term challenges: evidenced through most staff participating in staff wellbeing sessions, most staff engaging in volunteering opportunities, a few staff engage in 1:1 coaching sessions - all pupils have opportunity for meaningful participation and leadership of change through our pupil parliament and 4 core improvement groups (equalities, eco, playground, library) 	



PRIORITY 3: raising attainment across the BGE through high quality Learning, Teaching and Assessment

EDINBURGH IMPERATIVE: INCLUSION- we will take more action to prevent and respond to behaviours of concern, including working with parents and carers

EDINBURGH IMPERATIVE: PEOPLE AND PROGRESS- we will encourage healthy working habits and develop the physical, social and emotional health and wellbeing of all learners, viewing learning for life as everyone's entitlement

<p>NIF AREA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input checked="" type="checkbox"/> improvement in attainment, particularly in literacy and numeracy 	<p>HGIOS 4 Quality Indicator(s)</p> <p>2.3.1-4 Learning, Teaching and Assessment 3.2.2 Raising Attainment and Achievement</p>
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Overall Responsibility: Rebecca Favier (HT) and Lucy Cooper (DHT) supported by supported by Cat, Emily, Helen, Shona A, Shona P, Beth and Nadia

Next Steps identified from Self Evaluation/ Feedback:

- using our draft LTA clipboard (developed session 24/25), ensure educators seek feedback from pupils as a core part of the learning process
- Teaching Sprint 1: seeking feedback about my lesson and the learning culture I foster
- Staff CPD and associated Teaching Sprints regarding:
 - o Skills (Learning Characters)
 - o Solo Taxonomy
- undertake staff CPD and associated Teaching Sprints regarding Levels of Instructional Feedback (LoIF) to ensure that:
 - o all learners receive high quality instructional feedback
 - o learners are able to give effective feedback to peers
- consider how LoIF and Solo taxonomy can be used as a tool to facilitate learner conversations and PLPs (latest and best)

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?)
<ul style="list-style-type: none"> - inconsistency in approaches to teacher to pupil feedback and conflation of praise and feedback - weak peer to peer feedback, inconsistent approaches/ conflation of feedback and praise - mixed (there is some very high quality practice in pockets) approaches to learner 'learning conversations' and target setting 	<ul style="list-style-type: none"> - high quality staff CPD <ul style="list-style-type: none"> o SOLO Taxonomy o Levels of Instructional Feedback o Teaching sprints on SOLO, LoIF and pupil to teacher lesson feedback - LTA Clipboard embedded in full 	<ul style="list-style-type: none"> - LTA focus group plan, implement and review high quality staff CPD - Teaching Sprints enacted - an aspect of the clipboard discussed at every staff meeting 	<ul style="list-style-type: none"> - CPD relating to SOLO and LoIF leads to raised attainment for all; SOLO and LoIF is observed in all shared classroom experience opportunities; during pupil learning walks; during Teaching Sprints; all teaching staff report improved confidence via surveys; LoIF is explored at parent/carer Learn Alongs (feedback from parents/ carers demonstrates this) - all teachers use SOLO data to identify gaps in learning, target interventions carefully and monitor their impact between block tracking meetings; all teachers use the new CEC tracking system to build and interpret data sets where % on track, % in intervention (+ impact) can be interpreted, all teachers act upon data sets; evident through discussion at tracking and attainment meetings - all support staff engage with CEC PSA Differentiation Training and all support staff can identify how their approaches to working with learners has improved as a result of this CPD - almost all children are attaining appropriate levels for listening and talking and a few have exceeded this - the majority of children are attaining appropriate levels in writing and reading - the majority of children are attaining appropriate levels in Numeracy and a few have exceeded these - almost all children have attained the appropriate level in listening and talking and a few have exceeded this 	

By May 2026	Reading	Writing	Listening and Talking	Numeracy
	P1 Aim 85%	P1 Aim 85%	P1 Aim 90%	P1 Aim 85%
	P4 Aim 70%	P4 Aim 70%	P4 Aim 90%	P4 Aim 70%
	P7 Aim 75%	P7 Aim 75%	P7 Aim 90%	P7 Aim 76%





Core 25/26 School Improvement Priorities

Digital Literacy alongside our new Literacy and English Progression and Pathways

Staff and Pupil Wellbeing

Learning and Teaching: SOLO and LoIF



work with our amazing partners

explore the features of Pupil Tracking



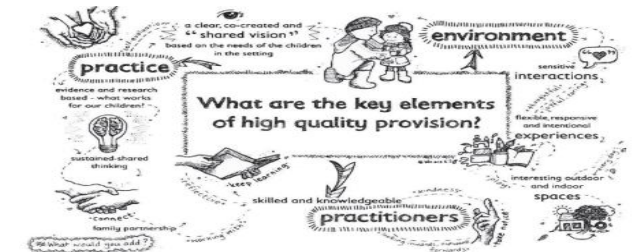
pupil led change groups

Wee HGIOS

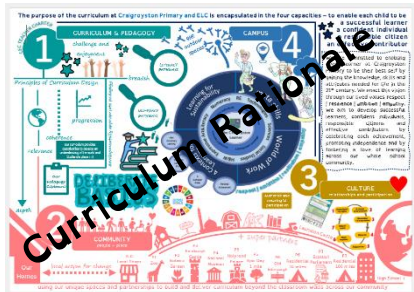
class reps and house captains



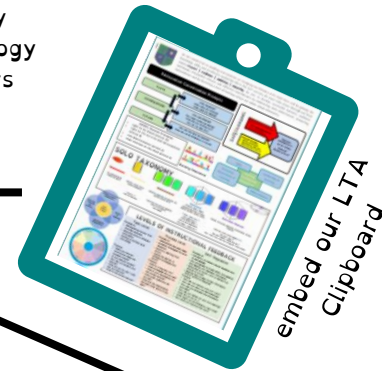
ensure meaningful pupil participation to make change



continue to develop developmentally appropriate pedagogy in the Early Years



Areas to Maintain and Embed



build upon the success of WOW Week



My World of Work



set up a digital space for pupils (and families) to share their achievements



weave the Sustainable Development Goals through our curriculum

explore new drama plans



improve systems to ensure recycling



link our excursions to our curriculum



respect ambition resilience empathy