

School Information	
School/Establishment	Kirkliston Primary School
Head Teacher	Lucy Henderson
Link QIEO	Tony Currie

School Statement
At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life. Our values of Ready, Respectful and Responsible underpin all that we do at Kirkliston Primary School. We strive to ensure all members of the Kirkliston Primary School Community are: • Ready to engage, learn and inspire, • Responsible for developing positive relationships, making good decisions and empowering others, • Respectful for self-others and the environment. Inclusion is at the heart of our school and we aim to encourage children to learn from and thrive within our community. At Kirkliston, we celebrate individuality and embrace our differences.

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Feedback from stakeholders Curriculum Leadership	Curriculum Leadership (including stakeholders) Vision, Values and Aims	
2.3	Curriculum Rationale		
3.1	Health and Wellbeing Inclusion		
3.2	Reading and Writing Attainment	Reading and Writing Attainment	Maths/ Numeracy
Additional QIs		Review of reporting format/ process	

Improvement Priority 1	
Priority	Literacy (reading and writing)
Person(s) Responsible	Emily Govan (DHT), Linda Hughes (DHT), Stacy Taylor (Literacy Co-ordinator) and Rebecca Kemp (Learning and Teaching Lead)
Next Steps from Standards and Quality Report	• Develop staff knowledge and skills in high quality teaching and assessment of literacy (reading and writing) • Revisit and review our KPS literacy progression to ensure it aligns with updated Edinburgh Literacy Strategy • Develop consistency in approaches to teaching reading to meet learners needs and range of outcomes more effectively • Upskill staff alongside learning community to implement 'Talk for Writing' pedagogy • Review and develop writing assessments across all levels • Raise our pupils' attainment in literacy (reading and writing) • Build staff's confidence and develop consistency across learning community in literacy tracking systems

HGIOS 4 QIs	NIF Priority
1.2. Leadership of learning 2.3. Learning, teaching and assessment 3.2. Raising attainment and achievement	Improvement in attainment, particularly in literacy Driver – Teacher Professionalism

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?)
Teachers Subject knowledge: some staff lack sufficient knowledge of the processes involved in the teaching of reading: e.g. Literacy Rich Inconsistency across teaching staff in teaching of writing and how feedback is given to pupils on their progress. Inconsistency across teaching staff in teaching of reading Some teachers are relying predominantly on a single scheme to teach literacy as opposed to teaching the breadth and depth of skills required. Not all reading benchmarks / skills are being specifically taught by all teachers. Writing assessments are no longer fit for purpose and need to be updated. KPS literacy progression / 'literacy week' are no longer aligned with CEC Literacy Strategy (2024)	Teaching to develop variety of reading skills. Consistency of grammar and comprehension teaching. Effective modelling of writing / exposure to high quality writing pedagogy, resource and approaches Clear literacy progression planners which ensure depth and breadth of learning and assist with transition and continuity throughout school. Consistency in pedagogies and approaches to reading and writing monitored and reviewed by literacy leads. Consistency in assessment gathering for tracking progress and attainment in reading and writing. Relevant writing assessment trackers. Implement KPS Weekly Literacy week using agreed tools to support delivery	CLPL: CAT session on Reflective Reading update in August (refresher during staff meeting prior). Literacy Co-ordinator (identified through PRD) to attend 'Talk for Writing' CLPL (2 full days) and create action plan to roll out across school (class packs provided / team teaching approach). Literacy Co-ordinator and Learning and Teaching Lead to observe / evaluate 'Talk for Writing' with colleagues across Learning Community. 'Talk for Writing' whole staff follow up to be booked for October Inservice Refresher CLPL for PSAs on literacy interventions RWI / Code Cracker / IDL / Fresh Start WTA time (10 hours per teacher) for curriculum development including literacy sub-team	A raise of 5% in ACEL data (reading and writing) Consistency in approaches being used in reading pedagogies across stages. Consistency in approaches being used in writing pedagogies across stages. Updated and refreshed literacy progression pathways which align with Edinburgh's updated Literacy Strategy to ensure clear transition and increase teacher confidence. Updated, evaluated and adapted mixed-genre writing assessments Consistency in literacy tracking tool across Learning Community. Increased teacher confidence in what a 'Kirkliston Literacy Week' entails and more robust evidence gathered of progress and attainment for reading and writing.	Tracking data from previous session (benchmark), ongoing tracking data throughout session Attainment meetings with class teachers, SfL teachers and SLT Progress meetings with SfL teacher with identified PSAs involved Completion of NSAs for P1, P4 and P7 Feedback from shared classroom experiences (both SLT led and peer led) Feedback from moderation sessions (both in Kirkliston and within Learning Community) Pupil observations and views (Lucky Duckies, Book Bosses, Pupil Council, Learning and Teaching Tribe) Staff views and surveys (in Kirkliston and across Learning Community) Update in stage meetings / CATs from literacy curriculum leads.

Feedback from Second Level teachers and high school teachers identify inconsistencies and gaps in writing in learners' work, particularly grammar Pupils Weak application of grammar within extended writing Data in all levels shows need to focus on teaching of writing and reading. First and Second Level pupils show difficulties in understanding inferences in text. Pupil feedback has shared that there is a lack of enjoyment, and therefore engagement and motivation, with current literacy resource (First and Second Level) School Limited selection of reading books. Books are outdated. Reflective Reading manuals are available across stages but these are used by almost all teachers for Task Maps	which are aligned with the updated Literacy Strategy School Book Development Update school library with new, relevant and diverse texts. Book Boss lead to support pupils with choosing of books linked to area of interest and reading age.	Coaching and Level Meetings: Follow up coaching sessions led by literacy coordinator, literacy leads and SLT to support adoption and embedding of approach. SLT / SfL / literacy leads to attend at least one stage literacy planning session per term Attainment and Forward Planning Meetings (WTA 4 x 1 hour) and Moderation SLT and SfL Teacher to attend all attainment and Forward Planning meetings Particular focus of attainment and planning meetings to be on literacy attainment, interventions and impact Shared classroom experiences and moderation sessions to focus on literacy approaches Resources: Reflective Reading refresh CLPL session CEC Literacy Strategy (2024)	Increased pupil engagement and confidence in reading and writing.	Data progress update from P7 Transition Teacher
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and not any other resources		‘Talk for Writing’ training and resources. Purchasing of new class novels and library books in line with equalities guidance (see below)		
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Evaluation (January, May)

Improvement Priority 2	
Priority	Curriculum Rationale
Person(s) Responsible	Linda Hughes (DHT), Greg Scott (Numeracy Coordinator), Stacy Taylor (Literacy Co-ordinator) and Rebecca Kemp (Learning and Teaching Lead), Sustainability Lead (Kathryn Graham)
Next Steps from Standards and Quality Report	• Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences across all learning pathways. • Further enhance and diversify the learning pathways available to learners, ensuring that they remain relevant and responsive to learners' needs and interests. • Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements. • Increase staff knowledge and understanding of Learning for Sustainability so it can be fully embedded in our learning experiences. • To continue with shared class experience and give teachers a choice who they observe. • Increase opportunities to engage in dialogue about the development of meta-skills across the curriculum.

HGIOS 4 QIs	NIF Priority
2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, equality and inclusion 3.3 Increasing creativity and employability	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.

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?)
We have started to review the principles and design features of our curriculum within our updated Learning and Teaching Guidelines. We need to revisit the 4 capacities in line with the experiences and approaches we offer our children. To ensure our inclusive curriculum incorporates the 4 contexts for learning – opportunities for personal achievement, interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects within our curriculum need reviewed in line with children’s rights and wellbeing. Exploring our unconscious bias and continue our work on decolonising the curriculum. Opportunities for an educational excursion which promotes the learning context delivered.	Stage planning takes account of the 4 capacities. Review of our CfE bundles within our IDL topics. This should incorporate children’s rights, sustainability and skills for learning, life and work using creative and motivating approaches to learning. Our local community will be celebrated through the context of the 50th birthday of our school in Progressive skills in outdoor learning across all areas of the curriculum. Ensure pupil choice and personalisation leads learning opportunities within our classrooms. Long term planning across the stage to ensure children are given the opportunity to visit places of interest in the context of learning. Use SIMD data and knowledge of our school community to ensure equity for costing of educational excursions.	Appropriate reading books/ resources – SLWG to review our levelled novels and other reading books used for teaching and learning. Identified staff to create a progressive IDL topic to celebrate the history and life of the school. Arenas of participation – ensure that over the time in primary school, all children will have meaningful experiences across all 4 arenas. Pupil voice in topic choices. Pupil groups: Learning and Teaching Tribe and Skills. Feedback at assemblies. Termly SLT and Peer Observations. Finish decolonising the curriculum work (Roseburn resources.) SLT and Family Learning team to identify families who may need support with costs of educational excursions at the beginning of the school year.	A clear rationale of our curriculum underpins all learning and teaching. Outdoor learning experiences is incorporated into in termly planning. All pupils have access to an out of school experience at least once in the session. Resources for learning and teaching are current and relevant to 4 contexts for learning.	Pupils will be able to talk about contextualised/IDL learning opportunities at Lucky Duckies. Evidence of the 4 capacities in displays across the schools. Skills and Learning and Teaching Tribe to provide feedback in assemblies and in after learning walks. Staff, parent and pupil evaluations ahead of Parents Consultations.

Evaluation (January, May)

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Improvement Priority 3	
Priority	Health and Wellbeing/ Inclusion
Person(s) Responsible	Lucy Henderson/ Rebekah Smith (H&W)/ Fiona Benzie (Inclusion)
Next Steps from Standards and Quality Report	• Time built into calendar next session for House Meetings to enable further opportunities for pupil groups to lead on priorities (e.g. Digital Leaders, JRSOs, etc) • Reintroduce the use of Pupil Wellbeing Webs in class so they are completed termly. Pupils meet with class teachers to discuss, and areas of concern will be passed on to SLT. • Approaches to tracking learners' HWB to be investigated and implemented. This will ensure there is a shared understanding and consistency in our restorative approach. • QA calendar next session to include more robust opportunities for SLT to gather pupil voice in moderation.

HGIOS 4 QIs	NIF Priority
1.2 Leadership of Learning 3.1 Ensuring Wellbeing, equality and inclusion 3.2. Raising attainment and achievement	• Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people

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?)
Not all children participate in wider school activities. Not all children feel included engaged and involved in the life of the school.	To find a suitable way to measure participation in school and celebrate achievement in and out of school. Pupils will have the opportunity to experience the four arenas of participation during their time at KPS	Create a scale to measure, with the children (WAGOLLS) Consider ways to celebrate achievement. SLT to investigate barriers, particularly for CE pupils. House Meetings, pupil groups and curriculum opportunities.	All pupils have access to an out of school experience at least one in the session. CE pupils will have at least 2. Create a 7-year overview of participation opportunities.	Monitor Active Schools participation termly. Pupils will be able to talk about participation at Lucky Duckies
Pupil engagement and enthusiasm in learning has been dropping. Pupils don't feel they have ownership of their learning.	To find a suitable way to measure pupil engagement including readiness to learn and opportunities for children to talk about their learning. Pupils to be given more opportunities to lead their own learning and to discuss learning with an adult.	CTs to trial different creative starts including the use of whole class sensory circuits. Create a scale to measure participation linked to the SHANARRI indicators/ Leuven scale. Collate current opportunities for pupils to lead learning.	Pupil focus will improve. Pupils will be able to talk about their learning and next steps with confidence. There will be a focus on CE pupils.	Survey/ wellbeing webs in August, Jan and May
Families are keen to have more involvement in their child's learning. They would like advanced notice where possible.	Create a calendar of engagement events for families. Support families who do not have digital access	Survey of current events: Family consultations, sharing the learning, trips, TEAMS, home learning tasks. Introduce Curriculum events e.g. (focus on digi) and social events Digital access for families in school – link with library Revisit home learning. QR codes, move away from TEAMS	Survey results will show and increase in parental satisfaction. Increased turn out at family events including families of CE pupils. Increased engagements with home learning and sharing the learning.	Survey families during family consultations in October, March and June.

Children's Rights: journey to silver	To commit to celebrating equality and diversity across the school, aim to eliminate discrimination and promote equal opportunities for all. Ensuring that all children have the same opportunities to succeed, regardless of their protected characteristics, and ensure that all children know their rights.	A new RRS pupil group will be created with new members from p3-7 from August, and with p1+2 children joining from January. RHSP and Building Resilience lessons will be linked to the UNCRC. Training will be given to ensure all staff have an understanding of the UNCRC and their role to play. All teachers will work with their class to create a class charter linked to the UNCRC. Consideration will be given to holding a fundraising event for a relevant charity. Homework activities for all year groups will be created by the RRS pupil group, to support conversations about Children's Rights at home. The pupil group will continue to choose a Right of the Month which will be shared in assemblies. The Right of the Month will be shared on the Head Teacher's Blog to families.	Pupils around the school will be able to articulate their rights and give examples of articles. More explicit links between learning and teaching and the UNCRC will be visible. All staff will be able to explain their role as duty bearers; they have a responsibility to respect, promote and realise the rights of the child. Families will have a better understanding of how Children's Rights are taught at school.	Achievement of Silver RRS Award.
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Learning Community Information	
Schools/Establishments	Queensferry Learning Community
Head Teachers	Craig Downie, Lucy Henderson, Karen MacGregor, Gail Middlemas, Jude Moir.
Link QIEO	Tony Currie

Improvement Priority 1	
Priority	To create a consistent approach to tracking and monitoring across our Learning Community using <i>Pupil Tracking</i> .
Person(s) Responsible	Designated SLT across each school.
Next Steps from Learning Community Evaluations	Moving forward last year's priority in light of the new CEC system.

HGIOS 4 QIs	NIF Priority
1.3 2.3 3.2	- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people

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?)
There is a lack of consistency of approaches across the Learning Community – particularly in relation to data shared at transition.	Implementing the shared system. Agreeing the data points that are being captured. All staff being familiar with this in order to use the system well. Using the data effectively to inform interventions and next steps.	Term One: Agreement on the data being captured beyond teacher judgement. Teacher time to learn the system and input data. Regular SLT discussions to support this work.	Consistent and robust data across our LC. Sharing approaches to universal and targeted support. <i>What is working well for our learners? What needs to happen next?</i> Tracking over time to identify patterns and possible shared solutions.	The system is embedded in our practice and used effectively. Through discussions at tracking and monitoring meetings, and professional dialogue at LC meetings, we have confidence in our work. Reflection with staff focused on confidence, understanding of school data, and interpretation of the data.

		Review of our approaches to tracking and monitoring meetings. Term Two: SLT review of this shared data (this will include the sharing of predictions and planning next steps). Offering support across the LC. Moderation of our agreed data points. Term Three: Maintenance of our work. Term Four: Evaluation and key themes explored.	Staff confidence in using the system.	<i>Our aim: almost all staff are using this consistently to track and monitor.</i>
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Evaluation (January, May)

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Improvement Priority 2

Priority	To develop shared practice and consistency in literacy approaches to support raising attainment (this will include the use of digital technologies).
Person(s) Responsible	Learning Community Headteachers, QUAMSOs or LTA leads in each school.
Next Steps from Learning Community Evaluations	- Continue to work to develop our shared understanding of standards and expectations in writing and reading (including planning and assessing). - Continue to develop our collegiate opportunities following the success of the Queensferry Learning Festival.

HGIOS 4 QIs	NIF Priority
1.3 2.3 3.2	- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people

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?)
Attainment gap in literacy. Moderation activities have highlighted a lack of consistency and agreement when unpicking the benchmarks, and confirming achievement. How we best use digital approaches to support teaching and learning.	Use an agreed key resource (initially Talk for Writing) to build our shared understanding of the pedagogy, and assessment within this. Our transition teacher will continue to support the teaching of literacy (writing) across P7 (and where needed in P6). CLPL for all teaching staff on digital approaches including AI.	Talk for Writing leads to meet to share current position and plans. Leads in schools to share professional learning. Our literacy/QAMSO leads will create a plan to support development of this work (this will then sit within our L&T meetings and CAT sessions). Audit our reading curriculum and share approaches to gather as part of a curriculum review (planning towards 25.26). Learning Community Learning Festival – Friday 20th September. Led by Dan Fitzgerald.	<i>What does achievement of a level look like?</i> Creating examples to share to exemplify our agreed standard. Staff planning and confidence increased.	Long term measure is the increase in attainment in literacy. Within each school, the focus will be on children identified as not yet on track in P6 and P7.

Evaluation (January, May)

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