

HMIE Action Plan: Raising Attainment and Achievement: This Quality Improvement indicator is currently evaluated as weak.

Next Step from SIF	What do we want to achieve?	How are we going to achieve it?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Who/When By	RAG Rating
<ul style="list-style-type: none"> Senior leaders need to improve how they measure the progress that children at the primary stages make over time. Senior leaders and staff across school need to improve attainment in literacy and numeracy. 	<ul style="list-style-type: none"> Approaches to moderation will ensure that all staff have consistent professional judgement. Data will be consistent in its quality and its use to address gaps and raise attainment. Data to measure progress will be consistently used to support raising attainment. Senior leaders and staff will be more confident and consistent in identifying children's progress. 	<ul style="list-style-type: none"> Termly meetings to continue to be held between staff and Senior Leaders to review attainment data and progress. HT to continue to review data with QIO team as per ACC QA Calendar. HT to work alongside Trio HTs to support quality assuring data and ensuring consistency. Whole school tracking systems to be updated as per HMIE recommendation and continue to be used to support measuring progress over time. Moderation visits and activities to be undertaken alongside ASG and QA Improvement trios staff teams. Cohort data will be recorded on updated excel spreadsheets to support 	<ul style="list-style-type: none"> Minutes from meetings will evidence robust discussions about individual children, the use of benchmarks and clear next steps. The HT and Senior Leaders will have consistent data within the tracking system, which evidences progress over time for all pupils. Staff questionnaires will show staff being more confident in using pupil data to effectively support learning and teaching and 	<p>Teaching staff Pupil Support Staff Senior Leaders (On-going)</p> <p>Senior Leaders (On-going)</p> <p>Senior Leaders Teaching staff (December 2025)</p> <p>Senior Leaders Teaching Staff Improvement Trio HTs (June 2026)</p>	

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	<ul style="list-style-type: none"> Staff will increasingly be confident in using assessment and data to impact on pupil progress. 	<p>measuring attainment overtime.</p> <ul style="list-style-type: none"> Staff to review and update progress document to ensure that there is a shared understanding of what pupil progress looks like across the school. Time to continue to be assigned to support stage/level/support and teaching staff discussions around progress and attainment data. SFL will continue to use NSA data to support identification of targeted pupils and gaps in learning at P2, P4, P5, P6 to raise attainment. Moderation Calendar and Assessment Calendar to be reviewed with staff to support developing consistency across the school. Evaluation of Moderation Cycle by staff to develop clear understanding of CLPL needs and areas for improvement. 	<p>ensure progress over time.</p> <ul style="list-style-type: none"> Data from NSA, CfE and standardised assessments will correlate and reflect the impact of moderation activities. Excel spreadsheets will show accurate data and planning will reflect how data is used. Tracking documents, minutes from tracking meetings and learning and teaching meetings will evidence consistency across the school in relation to pupil progress. IEPs and Group Support plans will evidence impact 	<p>Teaching staff (August 2025)</p> <p>Teaching staff Senior Leaders (On-going)</p> <p>Teaching Staff Support Staff (On-going)</p> <p>Teaching Staff</p>	
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		<ul style="list-style-type: none"> Support and Teaching staff to meet termly to share information and have clear understanding of next steps for learners. Facilitate staff visits to trio settings to support sharing of practice and develop professional confidence in approaches to addressing the attainment gaps. Collaborative reviews of data at stage, level and whole school to be undertaken by Senior Leaders and teaching staff to support self-evaluation and improvement. 	<p>of SFL interventions.</p> <ul style="list-style-type: none"> Impact of CLPL will be evidenced in practice and through reflective professional dialogue. Staff will have evidence of progress overtime. 	<p>Pupil Support staff (August 2025)</p> <p>Teaching Staff (June 2026)</p>	
Raising Attainment in Listening and Talking					
Regular opportunities to develop L&T skills <ul style="list-style-type: none"> Listening and talking – first level the pupils need to be able 	<ul style="list-style-type: none"> All pupils will make sufficient progress in literacy and numeracy between first and second levels. 	<ul style="list-style-type: none"> Staff to use IDL model to support Making Learning Visible strategies (See, Think, Wonder) to support the application of 	<p>Attainment data in listening and talking will increase.</p>	<p>Teaching staff Pupil Support Staff Pupils (August 2025)</p>	

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<p>to communicate clearly and audibly and contribute to discussions</p> <ul style="list-style-type: none"> - Second level need to make notes in their own words. - Taking turns to talk and respectfully agreeing and disagreeing at all levels 	<ul style="list-style-type: none"> • Increase in the confidence of pupils to articulate their opinions and thoughts within class and whole school group tasks. • Pupils to be able to confidently express their learning in their own words. 	<p>improvement of listening and talking skills.</p> <ul style="list-style-type: none"> • Skills School to be used to support pupils reflecting and sharing their learning with partners and groups. • Pupil voice groups to continue to be used to support improving our school and sharing different ideas. • Pupils to be actively encouraged to share their learning at Assembly more. • Learning attributes and relationship policies will be used to consolidate respectful interactions between pupils. 	<p>Through learning within IDL, and all contexts for learning, pupils will be able to demonstrate increased confidence to articulate and use their listening and talking skills to share learning.</p> <p>Pupil voice groups/activities and decision making will evidence the ability of pupils to disagree in a respectful way.</p> <p>The number of pupils sharing their learning, ideas and opinions at Assemblies will increase.</p>	<p>Teaching staff Pupil Support Staff Pupils Partners (October 2025)</p> <p>Pupils Teaching staff Pupil Support staff Senior Leaders (December 2025)</p>	
Raising Attainment in Reading					
<p>Develop approaches to reading which support positive engagement in reading.</p>	<ul style="list-style-type: none"> • All pupils will make sufficient progress in reading between first and second level. • All learners will become engaged readers. 	<ul style="list-style-type: none"> • SFL team to share approaches to supporting reading comprehension and phonics with all teaching staff and pupil support staff. • Whole School approaches to reading skills to be undertaken through Reading Schools framework. 	<p>Standardised reading scores and comprehension tests for all pupils will show an increase.</p> <p>The school will achieve Reading Schools Core</p>	<p>SFL/PT Teaching staff Pupil support staff. (On-going – June 2026)</p> <p>Pupils Parents Partners</p>	

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			Level Award by June 2026.	Staff (June 2026)	
<p>Develop approaches to addressing address gaps at Early, First and Second Level including:</p> <ul style="list-style-type: none"> - Early level – working on their sounds and confidence in reading them. - First level – fluency and literal questions - Second – fluency understanding and expression 	<ul style="list-style-type: none"> • All pupils will make expected progress in phonological awareness by the end of P1. • Increase in reading age/text level increase their reading ages for all first and second level readers. • Increase in confidence and fluency for all first and second level readers. • Approaches to reading across the school will be consistent. 	<ul style="list-style-type: none"> • Literacy development officer to review phonological awareness with P1-P3 staff team. • ASG partnership action plan to work on reading comprehension at P4 and P5 to support raising attainment in reading. • On-going use of interventions using digital interventions to support reading skills and vocabulary. • PT to work with PSAs/EYPS to develop approaches to supporting reading and phonics. 	<ul style="list-style-type: none"> • Data from phonological awareness will show an increase overtime. • Minutes and driver diagrams will evidence impact on reading attainment through collaboration. • Data from interventions will show a positive impact on attainment data. • Staff will demonstrate through their practice that approaches to reading are effective in raising attainment. 	<p>P1 team Pupil Support Staff PT (June 2026)</p> <p>PT Teaching staff ASG Colleagues (February 2026)</p> <p>PT SFL staff Teaching staff (February 2026)</p> <p>Teaching Staff Pupil Support staff P1 EYPs (December 2025)</p>	
Raising Attainment in Writing					

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<p>Continue to develop approaches to writing which impacts on progress overtime.</p> <ul style="list-style-type: none"> - Supporting CYPIC approach to writing in P4-P7 - Developing opportunities for mark making and independent writing at Early level. 	<p>Pupils at Early level will be confident and independent writers.</p> <p>CYPIC writing approaches across First and Second Level will continue to support raising attainment overtime in writing.</p> <ul style="list-style-type: none"> • Staff's confidence in raising attainment in writing will continue to increase. • Pupils will be motivated and increasingly independent writers and learners. • Pupils' attainment in writing at First and Second Level will rise. 	<ul style="list-style-type: none"> • P1 team to continue to develop the learning from Greg Botrill's CLPL to support increased independent writing and mark making in P1. • Support staff to be engaged in professional learning around supporting writing and learners using the CYPIC model. • Staff to consolidate approaches to moderation of progress, data and pupils' work to support a shared understanding of impact and progression for all pupils. • Baseline writing to be undertaken with all pupils and moderated by staff groups and used to inform teaching aims. • Summative writing to be undertaken with all pupils and moderated by staff groups and used to inform teaching aims and moderation of 	<ul style="list-style-type: none"> • Feedback from staff will reflect an increase in confidence of pupils and staff in facilitating this. • Assessment evidence will reflect increased independent writing. • Classroom learning visits will show that all classes in P4-P7 are effectively and consistently implementing the approaches. • Learning and Teaching meetings, tracking meeting and level moderation meetings will evidence consistency. • Assessment data and evaluations for each class will show an increase in writing data, 	<p>Teaching staff Support staff (May 2025)</p> <p>Teaching staff Senior Leaders (June 2025)</p> <p>Teaching staff Senior Leaders (June 2025)</p> <p>Teaching staff Senior Leaders (June 2025)</p>	
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		<p>professional judgement and NSAs.</p> <ul style="list-style-type: none"> Pupil voice on writing regularly collected throughout the year to highlight positive engagement in writing. Pupil focus group to meet termly with PT to moderate and feedback on learning. Staff to develop stretch and teaching aims as a group and for each cohort. Work to be undertaken with CYPIC lead and Trio School to support approaches, and ensure effective implementation of bundle/moderation of data and learning. P4-P7 classes to develop sharing the learning displays to support engagement in learning by all pupils. 	<p>engagement in writing, and skills.</p> <ul style="list-style-type: none"> Attainment data for each cohort will show an increase in writing attainment. Pupil voice will show increased motivation and confidence in writing. 	<p>Senior Leaders (June 2025)</p> <p>PT Trio Visits (November 2025)</p> <p>Teaching staff (June 2025)</p>	
Raising Attainment in Numeracy					
<ul style="list-style-type: none"> Develop approaches to numeracy which support consistent progress and the development of 	<ul style="list-style-type: none"> Confident and independent learners who are apply their prior learning across contexts. 	<ul style="list-style-type: none"> IDL framework to incorporate numeracy benchmarks to support learning in maths across the curriculum. 	<ul style="list-style-type: none"> Assessment information from IDL will reflect progress in numeracy. 	<p>Senior Leaders (August 2025)</p>	

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<p>skills within a variety of contexts over time.</p> <ul style="list-style-type: none"> Develop approaches to practical maths across the curriculum, which consolidates prior learning in practical and beyond number skills. 	<ul style="list-style-type: none"> Learners will have key skills within practical maths which are used to support skills for learning, work and life. Staff will be confident in consolidating maths within different context to support raising attainment. 	<ul style="list-style-type: none"> Structure of learning week to include a block of practical maths to support retention in learning, progress and raising attainment. Outdoor Learning framework to support using practical maths within a variety of contexts. Proceed with planned visits to Trio and ASG schools to develop increased awareness of different approaches to learning and teaching in numeracy and maths. 	<ul style="list-style-type: none"> Pupil and staff voice will reflect clearer understanding of connections between curricular areas. Assessment, observation and evaluations will evidence pupils are able to demonstrate using learning in a variety of contexts. Staff will be able to talk about the impact of visits on their approaches to learning and teaching in numeracy and maths. 	<p>Teaching Staff (June 2026)</p> <p>Teaching staff (June 2026)</p> <p>Teaching staff (P7/6 team – June 2025, Other visits planned for session 2025-26)</p>	
<ul style="list-style-type: none"> Early level children need further support to use strategies of counting on and counting back, and to subtract numbers within 20. 	<ul style="list-style-type: none"> Increased pupil fluency in applying numeracy skills. Improved articulation of learning in numeracy and understanding of strategies. Increased confidence by staff in supporting 	<ul style="list-style-type: none"> New standardised assessment to be introduced and to be used alongside NSA data to support clearer identification of gaps and strengths. Staff at Early Level to continue to moderate and 	<ul style="list-style-type: none"> Assessment data will show progress and raising of attainment within numeracy. Numeracy assessment data, evaluations and 	<p>Teaching staff Pupil Support Staff. Senior Leaders (June 2025 for P2, P3, P5 and P6; August for P1, P4 and P7)</p> <p>SEYP ELC/P1 team (On-going)</p>	

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	<p>learners within numeracy.</p> <ul style="list-style-type: none"> • Increase in attainment data and progress in numeracy overtime. • Consistent data in numeracy which is used effectively and confidently by staff to support clear identification of gaps. 	<p>use numeracy overviews to capture achievement.</p> <ul style="list-style-type: none"> • Observations to continue to be used to inform next steps in learning within numeracy. • Staff to continue to provide numeracy opportunities and a numeracy rich learning environment. • Staff to use Number Talks approaches to support pupils to articulate their understanding. 	<p>observations will reflect progress of all pupils in numeracy.</p> <ul style="list-style-type: none"> • ECERS and CIRCLE framework data will show increased engagement. • Staff feedback will reflect increased confidence in supporting learners. • Pupil voice will reflect increased confidence and motivation in numeracy. 	<p>SEYP P1 Team (Termly)</p> <p>Senior Leaders (On-going)</p> <p>Teaching staff Pupil Support Staff (On-going)</p>	
<ul style="list-style-type: none"> • At first level, children need to develop addition/subtraction within 3-digit numbers. • At first level, children need support to develop their understanding of division. 	<ul style="list-style-type: none"> • Increased pupil fluency in applying numeracy skills. • Improved articulation of learning in numeracy and understanding of strategies. • Increased confidence by staff in supporting 	<ul style="list-style-type: none"> • Numeracy group to develop approaches to pre and post assessment within maths. • New standardised assessment to be introduced to support clearer identification of gaps and strengths. • Staff to implement approaches to mental maths which support 	<ul style="list-style-type: none"> • Assessment data will show progress and raising of attainment within numeracy. • Group plans, evaluations and SFL intervention data will reflect progress of 	<p>Teaching staff Pupil Support Staff. Senior Leaders (June 2025 for P2, P3, P5 and P6; August for P1, P4 and P7)</p> <p>Teaching staff Pupil Support staff (On-going)</p>	

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	<p>learners within numeracy.</p> <ul style="list-style-type: none"> • Increase in attainment data and progress in numeracy overtime. • Consistent data in numeracy which is used effectively and confidently by staff to support clear identification of gaps. 	<p>deepening of learning and application of skills.</p> <ul style="list-style-type: none"> • Staff to continue to provide numeracy opportunities and a numeracy rich learning environment. • Support staff to be trained in Numeracy strategies to support pupils to articulate their understanding. 	<p>all pupils in numeracy.</p> <ul style="list-style-type: none"> • ECERS and CIRCLE framework data will show increased engagement. • Staff feedback will reflect increased confidence in supporting learners. • Pupil voice will reflect increased confidence and motivation in numeracy. 	<p>PT Teaching Staff (Termly)</p> <p>Senior Leaders (On-going)</p> <p>Teaching staff Pupil Support Staff (On-going)</p>	
<ul style="list-style-type: none"> • At second level, children need to develop confidence in mental calculations. 	<ul style="list-style-type: none"> • Increased pupil fluency in applying numeracy skills. • Improved articulation of learning in numeracy and understanding of strategies. • Increased confidence by staff in supporting learners within numeracy. 	<ul style="list-style-type: none"> • Numeracy group to develop approaches to pre and post assessment within maths. • New standardised assessment to be introduced to support clearer identification of gaps and strengths. • Staff to implement approaches to mental maths which support deepening of learning and application of skills. • Staff to continue to provide numeracy opportunities and 	<ul style="list-style-type: none"> • Assessment data will show progress and raising of attainment within numeracy. • Group plans, evaluations and SFL intervention data will reflect progress of all pupils in numeracy. • ECERS and CIRCLE framework data will 	<p>Teaching staff Pupil Support Staff. Senior Leaders (June 2025 for P2, P3, P5 and P6; August for P1, P4 and P7)</p> <p>Teaching staff Pupil Support staff (On-going)</p> <p>PT Teaching Staff (Termly)</p>	

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	<ul style="list-style-type: none"> • Increase in attainment data and progress in numeracy overtime. <p>Consistent data in numeracy which is used effectively and confidently by staff to support clear identification of gaps.</p>	<p>a numeracy rich learning environment.</p> <ul style="list-style-type: none"> • Support staff to be trained in Numeracy strategies to support pupils to articulate their understanding. • SFL targeted support to ensure focus on mental maths and the use of strategies to support learning and progress in numeracy. 	<p>show increased engagement.</p> <ul style="list-style-type: none"> • Staff feedback will reflect increased confidence in supporting learners. • Pupil voice will reflect increased confidence and motivation in numeracy. 	<p>Senior Leaders (On-going)</p> <p>Teaching staff Pupil Support Staff (On-going)</p>	
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