

## Forehill Primary School

### Action Plan following HMle Inspection

**Inspection Date** 24/02/25  
**Report Publication Date** 03/06/25  
**QI Grading**  
 1.3 – Weak  
 2.3 - Weak  
 3.1 -Satisfactory  
 3.2 - Weak

#### Areas for Improvement identified by HMle (all)

- With support from the local authority, senior leaders, need to improve approaches to evaluating the work of the school. They should use more robust evaluations to help them identify key priorities. It is important that staff are able to demonstrate fully that their actions are improving outcomes for all children.
- Senior leaders and staff should improve the quality of learning, teaching and assessment, including learning through play. This will ensure all children benefit from high quality experiences that meet their learning needs.
- Staff should raise attainment in literacy and numeracy across the school. At all stages, children are capable of achieving more.

#### Priority 1 (QI 1.3, 1.1)

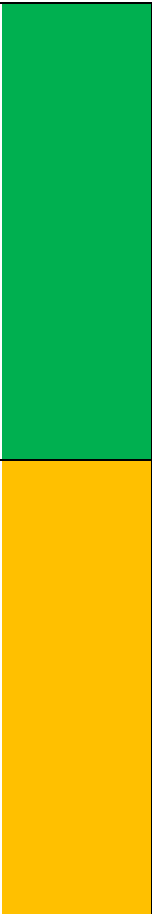
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Areas for Improvement (taken from SIF)	Desired Outcomes for Learners	Actions Required	Measures of Success (how will we know?)	Resources (who, what, by when)	RAG	Next Steps
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<p><b>Embed the vision for the school which reflects its current context.</b></p>	<p>Embed school vision to compliment the school values which will lead to high aspirations for all learners.</p>	<p><b>1. <u>Embed school vision</u></b> Stakeholder survey to find out how we ensure the vision underpins our continuous improvement</p>	<p>All stakeholders will be able to articulate the school vision and understand how it informs school improvement</p>	<p>Google form – HT to action May 25</p>		<p>Vision to be visible throughout the school and in communications to stakeholders</p> <p>Vision to be embedded in learning activities and referenced in dialogue between staff and learners</p>
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<b>Robust school improvement planning and self-evaluation procedures</b>	<p>School improvement targets are clearly defined and SMART, resulting in embedded improvements in experiences for learners within the setting</p>	<p><b>1. <u>School Improvement Plan (SIP)</u></b></p> <ul style="list-style-type: none"> <li>• Create a robust SIP with clear, tightly planned targets</li> <li>• Create a maintenance plan for items which are implemented and continue to require input to keep improvements on track</li> </ul> <p><b>2. <u>Supporting all stakeholders to engage meaningfully in self-evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Engagement with challenge questions from HGIOS 4 in identified areas to ensure a continuous focus on self-evaluation.</li> </ul>	<p>School Improvement Plan session 25/26 -27/28 including an ongoing maintenance plan created to ensure the impact of school improvements continue to be monitored and evaluated</p>	<p>Staff team to reflect on SIF and work with stakeholders to create SIP for 25/26 – June 25</p>		<p>Share school improvement plan with all stakeholders</p> <p>Learner focus group to create and publish a learner friendly version of the Standards and Quality Report and School Improvement Plan</p>
	<p>Learners will be included, engaged and involved in contributing to school improvement.</p>		<p>Discussion related to challenge questions recorded in staff meeting minutes</p>	<p>SLT to start all staff development sessions with a HGIOS challenge question. - Session 25/26 ongoing</p>		<p>Staff survey to be issued to measure the impact of protected self-evaluation time</p>

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		<ul style="list-style-type: none"> <li>Planned self-evaluation activity throughout the school session to allow all staff to work together to plan for continuous improvement</li> <li>Continue to involve the Pupil Council and committees fully in self-evaluation using HGIOURS to engage pupils meaningfully in school improvement</li> <li>Include parents and partners in self-evaluation procedures</li> </ul>	<p>Feedback will be gathered from all staff and next steps identified</p> <p>Pupils will be able to articulate their role in self-evaluation and can discuss the impact of their contribution to school improvement</p> <p>Parental feedback will evidence a stronger collaborative approach to school improvement</p>	<p>Pupil council/committee meetings with a focus on HGIOURS</p> <p>DHT to lead the above in session 25/26 and ongoing</p> <p>Exit questionnaires from parent events to have a leadership of change focus throughout session 2025/26</p>		<p>Evidence from pupil evaluations will be considered when planning for continuous improvement</p> <p>Parent Council discussions to include feedback captured from the wider parent forum and next steps identified and actioned</p>
<b>Build leadership capacity and strengthen impact measurement.</b>	Senior leaders to create conditions where staff feel confident to initiate impactful change and to develop a collective	<ul style="list-style-type: none"> <li>Protect time within the WTA to support working groups (Leadership of Change, Raising Attainment, Learning &amp; Teaching) in leading and delivering key</li> </ul>	QA Calendar/MTA detail hours allocated to working groups to ensure pace of change	June 25 through QA calendar and MTA		Measure the impact of capacity building in working time agreement and in quality assurance calendar.

	responsibility to improve outcomes for learners	priorities from the School Improvement Plan. • Empower staff to initiate and lead change by facilitating opportunities for this through working groups • Ensure PRD discussions and CLPL opportunities are strategically focused on improvement priorities • Promote a culture of shared professional learning through staff-led discussion and the use of the CLPL noticeboard to share opportunities and insights. • Strengthen collaborative decision-making processes to ensure all staff contribute meaningfully to the school's strategic direction.	Examples of play pedagogy action research projects leading to improved engagement of learners.	CR & LG undertaking play pedagogy action research project.		Continue to encourage staff to undertake learning through enquiry opportunities
			PRD records evidence links to school improvement priorities	HT/ Class teachers PRD meetings in June 25		
				Session 25/26 discussion groups run by HT and DHT - Realising the Ambition - Teaching Backwards		
			Evidence that stakeholder contributions have informed the action plan	SLT to engage staff in collaborative decision making throughout session 25/26  Action plan development facilitated by SLT May 25		All stakeholders to be included in decision making regarding plans for school improvement

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**Priority 2 (QI 2.3)**

- Senior leaders and staff should improve the quality of learning, teaching and assessment, including learning through play. This will ensure all children benefit from high quality experiences that meet their learning needs.

Areas for Improvement (taken from SIF)	Desired Outcomes for Learners	Actions Required	Measures of Success (how will we know?)	Resources (who, what, by when)	RAG	Next Steps
Improve the use of assessment and feedback to inform high quality planning for learning and teaching.	Improved planning formats will ensure learners' needs are being met	<b>1. Planning for Learning</b> <ul style="list-style-type: none"> <li>Termly collaborative planning meetings as part of the Working Time Agreement (WTA) to ensure consistent, high-quality planning.</li> <li>Embed a revised planning format aligned to outcomes and benchmarks, providing clear progression pathways.</li> <li>Introduce stage-level planning to ensure depth of learning and to utilise staff expertise.</li> </ul>	Planning Guidance adopted, followed and evident in all classes  'What does a good lesson at Forehill look like?' created, providing a standard for all staff  Staff reflections on planning format are used to inform next steps  QA by SLT evidences improvement in planning, assessment and moderation	Planning Guidance Document – rolled out by HT to all staff May 25  Collaborative time to create agreed lesson standards June 25  Class teachers using new formats from August 25		Planning guidance to be implemented – August 2025  'What does a good lesson look like at Forehill?' document will be referenced by all staff when planning learning and will form an important part of planning guidance.  QA calendar shared with staff so there is a clear shared understanding of what quality assurance looks like at Forehill.

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	<p>Clear expectations for learners will lead to effective individual target setting and long term success for learners.</p>	<p><b>2. Develop Robust Assessment Practices</b></p> <ul style="list-style-type: none"> <li>• All assessments will be identified in teacher's plans. Consistent use of pre- and post-topic assessments in numeracy to establish starting points and measure learning progress.</li> <li>• Schedule standardised assessments in literacy, numeracy and health and wellbeing within the annual QA calendar to track progress and inform interventions.</li> </ul> <p><b>3. Develop High-Quality Feedback Approaches</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching working group to</li> </ul>	<p>Planning and assessment guidance will have clear links to assessment materials</p> <p>QA calendar with agreed standardised assessment timings will ensure rigour in assessment frequency</p> <p>Clearer guidance will impact positively on teacher confidence, leading to more robust judgement of CfE attainment</p>	<p>Planning Guidance shared May 25</p> <p>Timings for standardised assessments shared in QA calendar</p>		<p>Implement and review the revised planning formats and act on feedback to ensure that all aspects of planning are leading to improvements in the pace and challenge of learning.</p> <p>Continuing to implement a calendar of assessments will allow teachers to plan effectively for support and challenge and will enable SLT to monitor effectively the impact of interventions.</p>
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	Improved attainment in all curricular areas as a result of clearer understanding and guiding next steps for improvement.	<p>provide staff training on effective feedback strategies to support learners in identifying their strengths and next steps.</p> <ul style="list-style-type: none"> <li>• Agree a consistent approach to feedback across the school, including clear expectations for peer and self-assessment and how feedback is recorded (e.g. in jotters).</li> </ul> <p><b>4. Foster Collaborative Approaches</b></p> <ul style="list-style-type: none"> <li>• Opportunities for collaborative planning and resource development within</li> </ul>	<p>Peer and SLT jotter monitoring evidences improvement in meaningful feedback .</p> <p>Examples of pupil led target setting based on feedback from teachers.</p> <p>Staff book group feedback will evidence increased teacher confidence in providing effective feedback to inform next steps and set targets</p> <p>Feedback agreement document will be linked to planning guidance for consistency and all staff will be referring to it</p>	<p>Peer and SLT jotter monitoring planned within the QA calendar with an agreed focus area of the curriculum.</p> <p>Build capacity within learning and teaching working group to lead a feedback book group in term 2 25/26</p> <p>Feedback agreement created in staff development meeting April 25 to be included in updated planning guidance.</p> <p>QA calendar demonstrates planning as stage groups to</p>		SLT and Learning and teaching
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Action Plan following HMle Inspection

	<p>Collaborative approaches will lead to improved teacher efficacy which will ensure consistency in experience for learners.</p> <p>Increased motivation and engagement for learners</p>	<p>stages to share effective practice and reduce reliance on commercial material.</p> <ul style="list-style-type: none"> <li>• Continue to plan and provide moderation opportunities for all teachers</li> </ul> <p><b>5. Promote Learner Engagement in Assessment</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching working group to create a child-friendly, visual reference for formative assessment strategies to encourage pupil ownership and engagement in their learning.</li> </ul>	<p>Quality assurance evidences planning is based on outcomes and benchmarks rather than being resource driven</p> <p>Digital spaces are used to share good practice, resources and pedagogical approaches.</p> <p>Environments and displays evidence children's engagement in both learning and assessment.</p>	<p>take place from Aug 25.</p> <p>All planning and digital resources available in a digital space – ongoing</p> <p>DHT to work with pupil learning and teaching group to quality assure wall displays for consistency - ongoing</p>		
<b>Improve the quality and pace of learning and teaching.</b>	<p>Raised attainment in core curricular areas of literacy and numeracy.</p>	<p><b>1. Strengthen Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• Provide CPD on clear learning intentions, success criteria, and real-life contexts.</li> </ul>	<p>Notes/minutes from development sessions shared with staff</p> <p>Examples of WALT, WILF and TIB in classroom</p>	<p>Mar/Apr 25 delivered by HT at staff development meeting</p>		<p>Language used to discuss learning intentions, success criteria and real life applications will become embedded and consistent across classes.</p>

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	Improved motivation and engagement for all learners	<ul style="list-style-type: none"> <li>• Deliver training on differentiation, rubrics, and effective pace and challenge, using examples from the NA Toolkit.</li> <li>• Work collaboratively to agree on standards for a good lesson and use these standards for classroom observations both peer and SLT led.</li> <li>• Train staff in higher-order and open-ended questioning, and effective formative assessment.</li> </ul>	<p>practice and environments will be gathered</p> <p>Shared standard created for what makes a good lesson and is consistently evident in lesson observations</p> <p>Staff confidence survey undertaken – pre and post training to measure impact</p>	<p>Create at staff development meeting June 25</p> <p>L Tait to deliver higher order questioning training June 25</p>		Staff will reflect their own areas for development in relation to agreed standards for a good lesson and these will become a focus for lesson observations going forward.
		<p><b>2. Empower Learners</b></p> <ul style="list-style-type: none"> <li>• Build pupils' understanding of success criteria, learning intentions and feedback to support self and peer-assessment and co-creation of success criteria.</li> <li>• Ensure engaging, well-resourced environments which promote independent and active learning.</li> <li>• Promote use of outdoor and digital learning to enhance engagement.</li> </ul>	<p>WALT/WILF/TIB characters designed and will be displayed in all classes for teachers and learners to refer to during learning.</p> <p>Pupil Council Environment Audits will evidence improvement in working walls.</p> <p>Circle Environment Audits will be undertaken across all classes</p> <p>Expectations for outdoor learning and digital literacy included in planning guidance and evident in practice.</p>	<p>Winning characters selected May 25 digital designs created and rolled out to whole school</p> <p>Ongoing</p>		Consistent branding will support learners to reflect on what they are learning, why they are learning it and how to be successful.
						Children will become more confident when talking about their learning.

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		<b>3. Collaboration</b> <ul style="list-style-type: none"> <li>• Establish peer mentoring to share effective practice.</li> <li>• Encourage collaboration through resource sharing, team teaching and professional dialogue.</li> </ul>	<p>All teachers are working collaboratively with a moderation partner.</p> <p>Lesson plan examples evidence team teaching</p> <p>Digital collection of shared resources will support collaboration</p>			
<b>Develop play pedagogy with reference to national guidance.</b>	<p>Improved play pedagogy leading to improved attainment for learners.</p>	<b>1. Develop Shared Understanding of Play and Child Development</b> <ul style="list-style-type: none"> <li>• Deliver CLPL play pedagogy using the book group format to ensure shared understanding of play, child development, and the role of the adult.</li> <li>• Promote professional dialogue and reflective practice through practitioner enquiry.</li> </ul>	<p>Notes from Group book discussion will be used to inform next steps</p> <p>Practitioners will keep a reflection log which will form the basis of discussion</p> <p>Practitioner enquiry findings will be shared with</p>	<p>AJ to lead play pedagogy book group Term 1 25/26</p> <p>All staff in P1, P2/1 and P2 have visited other classes to see good examples of play pedagogy</p> <p>CR &amp; LG completing action research project on play engagement</p>		<p>Continue to plan for and deliver high quality CLPL that will build the capacity of all staff to utilise play based pedagogy to improve learner attainment.</p>

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	<p>By being responsive to learners we will create a more engaging learning environment.</p> <p>Supports children to reflect on and lead their own learning.</p>	<p><b>2. Embed Responsive, Child-Led Approaches</b></p> <ul style="list-style-type: none"> <li>• Use responsive planning based on observations, interests, and developmental stages.</li> <li>• Support adults to scaffold learning through in-the-moment interactions. Schema Input.</li> <li>• Ensure environments are flexible, well-resourced and encourage creativity and independence.</li> </ul> <p><b>3. Empower Children as Active, Valued Learners</b></p> <ul style="list-style-type: none"> <li>• Use floorbooks and learner-led planning to promote voice, agency and ownership.</li> <li>• Embed nurturing approaches that support emotional</li> </ul>	<p>other colleagues with a view to impacting practice. Responsive planning examples will evidence impact on learners</p> <p>Feedback from staff Observations regarding interactions will be shared</p> <p>Environment audits will reflect improvement for learners</p> <p>Examples of floor book pages will evidence this approach to planning and tracking learning journeys. Completed Leuven scales and Boxall profiles will be</p>	<p>Input for support staff on schemas run by SEYPs – May 25</p> <p>CR to share schema chart to support planning with teaching staff P1/P2</p> <p>SEYP/EYP timetabled to support with area development</p> <p>Teaching staff in P1-2 to introduce floor books from Aug 25 (currently being trialled in one class Mar 25)</p>	<div></div> <div></div>	<p>Continue to plan for and reflect on the learning environments to ensure they are responsive to needs and interests, suitably engaging and offering support and challenge to learning.</p> <p>Extend this work to use seesaw as a way to document and share individual children's learning</p>
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	Improved play pedagogy leading to improved attainment for learners.	<p>wellbeing and secure relationships.</p> <p><b>4. Strengthen Leadership and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Develop play pedagogy champions to lead and model practice.</li> <li>• Use working groups and professional learning communities to drive improvement.</li> <li>• Continue to encourage team teaching to encourage sharing of good practice.</li> </ul>	<p>used to measure impact for learners</p> <p>Learning and teaching working group will have a focus on improving play pedagogy</p> <p>Working group actions will be completed and next steps identified</p> <p>Position statement for play will be written and followed</p>	<p>Planning document to track engagement from Aug 25</p> <p>Empower staff member to be lead for play development from Aug 25</p>		<p>journeys with parents and carers.</p> <p>Continue to build capacity in all staff in early and first level to ensure high quality play experiences for learners.</p>
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**Priority 3 (QI 3.2)**

- Staff should raise attainment in literacy and numeracy across the school. At all stages, children are capable of achieving more.

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<p><b>Raise Attainment in all areas of Literacy</b></p>	<p><b>Improved attainment in reading</b></p> <p><b>Attainment in reading will improve by at least 10% at primary 4 and 7 and will be maintained in P1.</b></p>	<p><b>1. Improve Reading Attainment Through Assessment and Targeted Support</b></p> <ul style="list-style-type: none"> <li>• Implement PIRA reading assessments at key stages (P3, P5, P6) to gather robust data on comprehension and vocabulary.</li> <li>• Use assessment data to inform targeted reading interventions.</li> <li>• Identify and use stage-appropriate texts to monitor reading fluency and pace (e.g. PM Benchmarks).</li> <li>• Increased library use to support reading for enjoyment.</li> </ul>	<p>SNSA, PIRA and SWIST will be used as standardised assessment to support moderation and planning for learning.</p> <p>Minutes from discussion at tracking meetings will identify pupils for targeted interventions.</p> <p>SLT monitoring of impact of interventions through whole school tracker and SFL tracking meetings will ensure appropriate learner progress</p>	<p>Assessment data to be collected, reflected upon and then interventions planned to improve attainment in reading.</p> <p>Create and implement a structured library timetable to embed good reading habits. Literacy working group May 25 – ongoing</p>		<p>Reading interventions implemented based on discussions with teachers as part of tracking meetings</p>
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	<p><b>Improved attainment in writing</b></p> <p><b>Attainment in writing will be maintained at P1 and will increase to above 93% in P4 and P7.</b></p>	<p><b>2. Improve Writing Attainment Through CYPIC Engagement and Effective Feedback</b></p> <ul style="list-style-type: none"> <li>• Engage with the CYPIC programme to improve writing outcomes, starting with P4.</li> <li>• Align writing planning with ACC Writing Progression Pathways to ensure consistency and progression.</li> <li>• Enhance the quality of feedback in writing jotters by linking it to co-created WILF/success criteria.</li> <li>• Review and revise core writing targets to better support planning,</li> </ul>	<p>Using CYPIC data to inform practice and track progress will lead to improved attainment in writing.</p> <p>ACC writing planner examples will demonstrate consistent approaches across the school and clear progression through the benchmarks for all learners.</p> <p>Feedback monitored as part of jotter monitoring and assessed against standards agreed by all</p>	<p>Staff participation in training starting Aug 25</p> <p>New planners in use in Term 1 25/26</p> <p>Peer and SLT jotter monitoring feedback – ongoing</p>		<p>Continue to monitor feedback as part of QA process CLPL for staff as required</p>
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	<p><b>Improved attainment in listening and talking</b></p> <p><b>Improved learner engagement</b></p>	<p>tracking, and learner progress.</p> <p><b>3. Promote Oracy and Learner Engagement Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Promote high-quality classroom dialogue through strategies such as talk partners, think-pair-share, sentence stems, and hot seating.</li> <li>• Reduce hands-up strategies to encourage equity in classroom talk.</li> <li>• Provide opportunities for pupil-led learning and communication through class-led assemblies delivered to the whole school.</li> </ul>	<p>staff to ensure feedback is effective in helping learners to progress towards their targets.</p> <p>High quality dialogue between learners/learners and staff/learners in classroom observations</p> <p>Higher order questioning evident in classes with no hands up strategies will evidence children's listening, talking and thinking skills.</p> <p>Examples of assemblies and open events led by classes will demonstrate learners ability to present their learning to a range of audiences.</p>	Classroom observation feedback – ongoing		<p>Incorporate pupil dialogue opportunities as part of the QA calendar to monitor and evaluate learner engagement</p>
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<p><b>Raise Attainment in all areas of Numeracy</b></p>	<p><b>Improved attainment in all areas of numeracy and mathematics</b></p>	<p><b>1. Improve Attainment Through Robust Assessment and Data-Driven Planning</b></p> <ul style="list-style-type: none"> <li>• Roll out MALT assessments (P1–P7) to provide standardised data on maths age and identify learning gaps; initial focus on P3 and P6 in Summer 2025, then full implementation from August.</li> <li>• Use a range of assessment data to inform responsive planning, groupings, and targeted interventions.</li> <li>• Continue tracking meetings to monitor progress and adjust supports based on identified needs.</li> </ul>	<p>Examples of teachers planning and tracking will evidence reflection on assessments to plan for support and challenge and will demonstrate differentiated planned learning to meet individual needs.</p> <p>Minutes of tracking meetings will demonstrate teacher reflections on supports put in place to support learners and will evidence strategies to offer additional challenge.</p>	<p>Malt assessments purchased for use in P1 to P7.</p> <p>Impact of interventions to be tracked in whole school tracker.</p>		<p>SLT and staff will continue to track, monitor and analyse data to ensure progress in attainment and achievement</p>
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		<p><b>2. Strengthen Pedagogical Approaches to Ensure Progression and Challenge</b></p> <ul style="list-style-type: none"> <li>• Develop a mental maths progression from P1–P7 and embed expectations within stage agreements to ensure consistency across the school.</li> <li>• Provide staff training on Leckie and Leckie problem-solving resources, and include this approach in stage agreements to build confidence in tackling multi-step and word problems.</li> <li>• Offer CLPL on effective strategies for teaching conceptual understanding, mental</li> </ul>	<p>Stage agreements will demonstrate increased teacher engagement with and commitment to using school wide problem solving resources.</p> <p>Examples of the slides from CLPL sessions and feedback from staff will demonstrate increased teacher confidence in planning for the teaching of mental agility, conceptual understanding and differentiation.</p>	<p>Term 1 25/26</p> <p>Stage agreements to be revised prior to Aug 25</p>		
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		<p>agility, and differentiation.</p> <p><b>3. Increase Learner Engagement and Confidence in Numeracy</b></p> <ul style="list-style-type: none"> <li>• Increase active learning approaches in numeracy.</li> <li>• Promote pupil dialogue, correct mathematical language, self-assessment, and target setting in numeracy to increase ownership and confidence.</li> <li>• Celebrate numeracy success across the school and build a positive mindset around challenge and problem solving.</li> </ul>	<p>Examples of purposeful play opportunities to develop math concepts.</p> <p>Working walls will be available and used by learners to support the understanding of mathematical concepts and vocabulary.</p> <p>Whole school numeracy awards will support children to develop their resilience and confidence in numeracy.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
<p>Develop a culture of Engagement, Achievement and Participation with a focus on the impact of all aspects of PEF spending.</p>	<p>Equity of opportunity for all learners.</p> <p>Improved evaluation of impact of interventions to ensure the best</p>	<ul style="list-style-type: none"> <li>• Enhance the whole-school tracking system to include meta-skills development, wider achievement, and targeted interventions, ensuring support is data-informed and clearly monitored.</li> <li>• Use robust standardised assessments in literacy and numeracy to</li> </ul>	<p>Whole school tracking document will collate evidence of children's engagement with Forehill families, committees and other wider achievement opportunities.</p> <p>Wall displays will be used to celebrate wider achievements</p>	<p>PT to update tracker from Aug 25 to track a variety of wider achievements.</p> <p>Continue to track impact of targeted interventions to show improvement over time.</p> <p>HT and PT have purchased</p>		

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	outcomes for learners.	support the evaluation of PEF-funded interventions, with impact tracked and reviewed through regular tracking meetings.	Positive impact assessed and tracked over time in whole school tracker.	standardised assessments for numeracy and reading.		
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