Tollcross Primary School

School Improvement Plan

2025- 2026

Our School Vision, Values and Aims

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Head Teacher - Lynn Brand	Link QIEO - Laura Monaghan
## Vision Learners **achieving** and exploring **creativity** in a **supportive** and **safe** learning environment where everyone treats each other with **kindness** and helps to create a **happy** school environment for all.	## Curriculum Rationale **We place the needs of learners at the centre of curriculum design and development. The curriculum has a clear vision and rationale shaped by the diversity of our school community. Our curriculum is grounded in our commitment to celebrating cultural diversity, providing equity of opportunity and achieving positive outcomes for all learners.**
## Aims **To provide an inclusive child centred learning environment of the highest quality.** **Support every child to become a responsible, successful and confident lifelong learner.** **Place the social and emotional wellbeing of our school community at the heart of all we do.** **Promote active home /school partnerships to enrich pupil experience and achievement.**	## Our School Values **safe** **achieving** **creative** **supportive** **happy** **kind**

Improvement Priority 1	## QI 2.3 Learning, Teaching and Assessment **Short Term** • Provide opportunities for staff to develop digital skills to enhance teaching, learning and assessment using a Learning Hub approach • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers' Charter • Develop our approach to moderation of numeracy to gather information to support teacher judgement of learner progress with CfE Levels. **Medium Term** • All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment. • All learners make progress in their learning, including those learners in need of personalised support and interventions. • Teachers make rigorous professional judgements about pupils' level of attainment and achievement using both summative and formative assessment approaches. • All staff engage in moderation activities and use the evidence gathered to inform professional judgement of progress in numeracy. **Long Term** • The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children's rights • All teaching staff are confident in the 4 aspects of the Edinburgh Learns Teachers' Charter. • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy. • A moderation of numeracy guide is in place and fully embedded across our school.
Person(s) Responsible	**Lynn Brand** **Fiona Chadwick/Jade Anderson** **Hazel Dripps**
Next Step from Standards and Quality Report	Review our approach to high quality numeracy assessments and moderation of numeracy across our school. To use the Education Scotland Anti Racism resource to plan for teaching and learning across our school. To use feedback from teachers to develop our Digital Learning Hubs and engage with the new digital training units. To support teachers to plan collaboratively for pace and challenge in learning. To link Planning and Attainment meeting data with the pupil tracking system to record progress with CfE levels each term. Develop staff capacity in using the new electronic pupil tracking system. Whole staff Oracy training to improve our approach to writing and increase writing attainment across our school. Adapt our Writing Standard to include 3rd Level.

NIF Priority	**Improvement in attainment, particularly in literacy and numeracy** **Closing the attainment gap between the most and least disadvantaged children and young people**	**HGIOS 4 QIs**	**QI 1.1** Analysis and evaluation of intelligence and data **QI 1.3** Strategic planning for continuous improvement **QI 2.2** Curriculum **QI 2.3** Learning and engagement **QI 2.3** Quality of teaching **QI 2.3** Effective use of assessment **QI 2.3** Planning, tracking and monitoring **QI 3.2** Attainment in literacy and numeracy

Outcomes QI 2.3 Learning, Teaching and Assessment	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• To use our experience of moderation of writing to inform our approach to moderation of numeracy across our school. • To create a consistent approach to the assessment and moderation of numeracy across our school. • To use feedback from session 2024 to 2025 to improve our moderation approach going forward.	• To identify effective approaches to moderation of numeracy building on our experience of moderation of writing. • To create a moderation of guide for numeracy. • Introduce a Numeracy Assessment Tracker across our school. • Add monthly numeracy assessment data to new electronic tracker.	• Develop a consistent approach to numeracy assessment and moderation across our school. • Provide clear and concise guidance on our approach to numeracy moderation across our school.	**Focus Group**		
• Review our use of High Quality Assessments to support professional judgement of progress within and achievement of Early, First and Second Levels.	• To use High Quality Assessments to support moderation of Maths and Numeracy in session 2025 to 2026. • Include the Levels of Understanding Scale in class assessments to support the use of learner voice in the assessment process.	• Robust data to support teacher judgement of progress within and attainment of a level. • To increase attainment in numeracy - 95% or above for Early, First and Second Level	**Focus Group**		
• To use the feedback gathered from teachers to improve the Digital Learning Hubs going forward and adopt a more flexible approach to developing digital skills. • To continue to build teacher confidence and skills in using technology to enhance teaching and learning.	• Provide appropriate digital professional learning to ensure all staff can use relevant digital platforms and tools • Use the new digital skills units to provide a more flexible approach to professional learning.	• To ensure that all teachers have effective professional learning in the use of digital technologies.	**6 x 1 hour sessions**		
• To continue to plan opportunities for sharing classroom practice and peer observation. • To focus on pace and challenge in learning to identify and share successful strategies and approaches.	• In session 2025 to 2026 sharing classroom learning will focus on pace and challenge. This was highlighted as a next step in our recent HMI report.	• To build capacity by identifying and sharing effective approaches and strategies.	**3 x sessions**		

Outcomes	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• Support teaching staff to plan collaboratively in planning pairs/trios and allocate time in our Working Time Agreement to support this. • To consider pace and challenge when planning lessons and learning activities in collaborative planning pairs/trios. • Identify an approach to moderation of numeracy that can be built into our existing collaborative planning.	• Weekly 1 hour collaborative planning time allocated as part of our Working Time Agreement. • Time allocated to share effective approaches to collaborative planning to build capacity.	• Improving the quality of teaching and learning resources • Reduce teacher workload • Build capacity within the staff team	**Weekly 1 hour collaborative planning time allocated as part of our WTA.**		

Outcomes **QI 2.2 Curriculum**	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• To develop our approach to Oracy to improve the teaching of writing across our school. • To provide opportunities for children to share and develop their ideas through oracy activities linked to writing.	• Whole staff Oracy training is planned for session 2025 to 2026 to inform and improve our approach to writing. • Review use of our Core Skills tracker.	• To increase attainment in writing - 85% or above for Early, First and Second Level	**2 x 1.5 hour training session on Oracy**		
• Develop a whole school approach to Anti Racist education using the Education Scotland resource. antiracisted.scot	• All staff to participate in the Anti Racist education training using the Education Scotland resource - https://antiracistedscot.squarespace.com	• A more relevant curriculum offer that meets the needs of our diverse learning community	**Focus Group**		
Working as part of the communities of practice developing staff and learner understanding of Learning for Sustainability.	• Implement our Learning for Sustainability action plan. • Developing opportunities for growing and planting • Increasing recycling and resources. Liaise with Geosciences at the University of Edinburgh to install air pollution sensors at school. Develop partnership working with local agencies including Parents4FutureScotland.	• Enhanced curriculum provision for LfS. • Increased staff confidence in delivering LfS. • Developing learner confidence and understanding of the Global Goals.	**6 x Communities of Practice meetings**		

Outcomes QI 3.2 Raising Attainment and Achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
• Termly Tracking and Attainment meetings to track progress within and beyond Early, First and Second Level. • To monitor the impact of planned interventions to support progress in learning. • To monitor the systems in place to track progress in learning for children who require support to achieve expected levels and children who are working beyond a level. •	• Track and monitor the attainment of all learners to monitor progress in learning both within and beyond Early, First and Second Levels. • Update and record attainment data on new electronic pupil tacking system prior to termly planning and attainment meetings. • Allocate time in our WTA to engage with the new electronic tracking system and link tracking data with Planning and Attainment meetings.	• Improved tracking of progress within a level and achievement of a level.	**Session 2024 to 2025** To enable ALL young people to become		
• To review our use of high quality verbal feedback to improve progress in learning. • To develop approaches for teachers to record feedback in children's classwork. • To use feedback from learners to inform our approach going forward.	• Pupil focus groups will be used to identify the feedback strategies that children find helpful to support progress in their learning. • Professional book group to identify and discuss feedback strategies to support progress in learning - " The Teacher Toolkit Guide to Feedback" by Ross Morrison McGill	• To identify and embed effective feedback strategies across our school. • Create and share a feedback guide for our school.	**Pupil Focus Group** **Staff Book Group**		

Outcomes QI 3.2 Overall quality of learners' achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• Monitor and track wider achievement to increase learner participation and target support to increase engagement • Build partnerships locally to increase the diversity of the clubs and activities we offer. • Link wider achievement to the skills for learning, life and work from P1 to P7. • To track skills being developed across a wider range of learning opportunities both in and out of school. • Continue to develop our partnership with the King's Theatre next session to develop skills and experiences across our school.	• To provide opportunities for wider achievement and work with families to support participation. • To capture the skills developed through participation in wider achievement opportunities. • Gather Wider Achievement data and use it to plan interventions to support wider achievement opportunities for all children. • To use the data gathered from P7 learners to identify strengths and improvements for the Young Leader Programme next session. • To provide opportunities for leadership of learning between P1 and P7.	• To support all learners to develop their skills, interests and expertise. • To increase opportunities for wider achievement through community partnerships. • Individual Wider Achievement tracker to include experiences beyond Master Classes.	**HT , DHT and PT to track, monitor and share Wider Achievement data and use the data to support participation.**		

Improvement Priority 2	**QI 3.1 Ensuring Wellbeing, Equality and Inclusion**
	Short term All staff have access to support and resources for their own wellbeing and that of their learners. Health week is planned to support all learners to try new activities and enjoy being active. Our Rights Respecting Schools Group is sustainable and fully child led. Use data gathered by our Equalities Group to review and adapt our Anti- Bullying Policy. **Medium term** Appropriate supports and resources are identified and used to meet specific needs of all children and their families. Approaches to increasing physical activity are in place in our school, Daily Mile, PE, Sports Clubs, Health Week. Attainment and wider achievement are monitored and data is used to plan increase engagement and participation. Relationships, Sexual Health and Parenthood Resource is fully implemented across our school. Our Anti - Bullying policy is reviewed and shared across our school. **Long Term** Staff feel skilled and confident to meet learners needs across the 4 contexts for learning. All learners, and staff, demonstrate greater resilience and children use the resilience strategies to support their own wellbeing. We have established links with Equalities Groups across our Learning Community. Achieve Rights Respecting Schools **Gold Award.**

Person(s) Responsible	**Lynn Brand** **Gina Steel** **Kat White** **Jade Anderson** **Fiona Storr**

Next Step from Standards and Quality Report	Explore opportunities to link with Equalities Groups in our JGHS Learning Community. Continue to embed children's rights across all aspects of our work. To work towards achieving our Rights Respecting Schools **Gold Award**. Monitor attendance monthly and identify effective approaches and strategies to increase attendance for all children. To recognise the needs of our care experienced children and monitor interventions and supports. To continue to track wider achievement to increase wellbeing, inclusion and participation. To increase opportunities for wider achievement through community partnerships. To develop use of our individual wider achievement skills tracker.

NIF Priority	**Improvement in children and young people's health and wellbeing.** **Placing the human rights and needs of every child and young person at the centre of education**	HGIOS 4 QIs	QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.1 Ensuring Wellbeing, Equality and Inclusion QI 3.2 Overall quality of learners' achievement QI 3.2 Raising Attainment and Achievement

Outcomes 3.1 Ensuring Wellbeing, Equality and Inclusion	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• To continue to embed children's rights across all aspects of our work. • To continue to make the Rights Respecting Schools Group sustainable and fully child led. • To continue to develop a rights based approach across our campus - nursery to P7.	• To work with nursery colleagues and families across our campus to find out what they would like to know/ learn about UNCRC. • Work towards UNCRC **Gold** award and continue to build on Right of the Month. • Introduce a child led Rights Respecting Schools club. • Add Right of the Month to our school website.	• Increased awareness of UNCRC and children's rights across our campus • Opportunities for pupil leadership to impact school improvement priorities.	**Pupil Leadership Group** Rights Respecting Schools		
• Build resilience in our children through engagement in the Edinburgh Resilience Programme. I'M OK RESPECT YOURSELF	• Resilience Programme - 3 year cycle. Year 2 across Nursery to P7 • Health and Well-being Assemblies used to embed Resilience programme across our school. • To continue with the CEC Resilience programme across our school campus, nursery to P7.	• Support the children to use the language of resilience to identify strategies to support their wellbeing.	**Health and Wellbeing Assemblies**		
To use data gathered by our Equalities Group to review and adapt our Anti- Bullying Policy. **respect me** Scotland's Anti-Bullying Service	• Update our Celebration Calendar for session 2024 to 2025 • The Equalities Group will use the data gathered from the Equalities review to adapt our anti bullying policy and plan an assembly to share the revised policy with all children in our school. The policy will be shared in a poster format to support access and engagement. • To link with Equalities Groups in our Learning Community. Organise and showcase a Learning Community Equalities Event	• Increase awareness of anti bullying approaches in our school. • Create opportunities for children to lead school improvement. • To increase wider engagement in the work of the Equalities Group across our learning community	**Equalities Group meet for 1 session per week during the school day.**		

Care Experienced Outcomes the promise scotland	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
• As a school we recognise the needs of our care experienced pupils and track attendance and attainment to support relationships, belonging, attainment and wellbeing **The Promise Scotland**	• Track the attainment and attendance of Care Experience children and plan interventions to support participation, learning and wellbeing. • Key adult identified for all Care Experienced learners. • Teachers are aware of who the Care Experienced children are in their class.	• Working closely with partner agencies to ensure that our Care Experienced children receive the help and support they need to thrive.	**Tracking and Attainment meetings - 3 meetings per session.**		
Attendance	**Tasks/ Interventions**	**Impact**	**Timescale**	**Progress January 2026**	**Progress May 2026**
• To increase attendance at school for all children.	• Targeted support for all children with attendance below 85% • Attendance monitored monthly • Support families to access services from partner agencies. • Use data to identify effective strategies to improve attendance at school.	• Increase the number of children with overall attendance above 85%	**Monthly**		
The allocation of Pupil Equity Funding is leading to improved outcomes for children's wellbeing, inclusion, participation, and attendance To involve families in identifying future Pupil Equity Fund priorities for session 2025 to 2026.	To consult with all families to identify Pupil Equity Funding priorities for session 2025 to 2026. Data gathered will be used to inform priorities going forward.	Through collaborative discussions and self-evaluation we can reflect on and assess the impact of interventions and identify key successes.	**Consultation in June 2025**		

Improvement Priority 3	**QI 2.5 Family Learning**
	Short Term
	• Survey all parents to gather feedback on communication and share what we have actioned from previous consultation.
	• To share information about how digital devices are used in school.
	• To use data from the Family Digital Learning survey to inform our approach to digital learning and use of devices between home and school for session 2025 to 2026.
	Medium -Term
	• Improve our family learning approaches.
	• To review the information parents need to support their child's learning at home.
	Long -Term
	• Increase opportunities for family learning across our school
	• To build on and improve partnerships with families across our school community
Person(s) Responsible	**Hazel Dripps Lynn Brand Jade Anderson/Fiona Chadwick**
Next Step from Standards and Quality Report	To create a one page digital learning guide for parents and carers.
	To organise a digital learning session for P6 parents and carers to share information and gather feedback prior to ipads being introduced in P6.
	Continue to work in partnership with the Parent Council to plan for school improvement.
	Support families who are new to our school through our Young Interprets programme
	To involve parents and carers in identifying future PEF priorities.
	Share our family learning strategy at our Meet the Teacher session in September 2025.

NIF Priority	**Improvement in in attainment, particularly in literacy and numeracy**	HGIOS 4 QIs	**QI 1.1 Self-evaluation for self-improvement**
			QI 1.3 Leadership of change
			QI 2.5 Family learning
	Closing the attainment gap between the most and least disadvantaged children and young people		**QI 2.7 Partnerships**

Outcomes QI. 2.5 Family learning	Tasks/ Interventions	Impact	Timescale	Progress January 2026	Progress May 2026
Engage with all stakeholders to plan a consistent approach to sharing progress in learning with families and support families to fully participate in the life of our school. Share our approach to using digital learning in school.	Update our parent/carer skills data base to support families to provide real life learning opportunities as part of planned learning. To plan a digital information session for P6 families to provide clear guidance prior to 1:1 ipads being introduced in P6 next session. Build on the strengths of Family Fridays using parental feedback to improve communication and planning for session 2025 to 2026 To create a one page digital learning guide to share with families to ensure we are clear about how devices are being used to enhance teaching, learning and assessment in the classroom. Share our Family Learning Strategy at our Meet the Teacher session in September 2025. Learning Journals used to share learning updates with families (P1 to P4) and Microsoft Teams used to share learning, resources and updates (P5 to P7).	To work in partnership with families to ensure that family engagement has a positive impact on learning and participation.	**Survey all parents and carers to gather information to improve communication August 2025**		
Working in partnership with EPOL to provide English learning classes for parents in our school community.	• Work in partnership with EPOL to provide English classes for parents during the school day. • Use feedback from parents to improve classes for next session. • To identify effective approaches to sharing information to increase attendance at EPOL classes using SEEMIS data to ensure information is shared in community languages. • Relaunch our EPOL classes in August 2025 and use SEEMIS data to identify families who may wish to attend.	As a result of our family learning classes, families have an increased sense of belonging and feel included in the wider life of the school.	**August 2025 to June 2026**		