

School Information (Including ELC/Nursery if applicable)

School/Establishment	Bruntsfield
Head Teacher	Stephen Gilhooley
Link QIEO	Euan Alexander

School Statement: Vision, Values & Aims, Curriculum Rationale

Vision: A community for all, inspiring everyone to achieve their potential.

Values: Kindness, Equality, Perseverance, Courage, Respect

Motto: Kind Hearts, Inquisitive Minds



Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Differentiation Outdoor Learning/Sustainability	Collegiate critical and creative thinking	Strategic planning for continuous Improvement
2.3	Equality and diversity UNCRC - RRS	Feedback	Questioning
3.1		UNCRC - RRS	Wellbeing
3.2		Tracking achievement Tracking and Monitoring Writing Programme Maths	Tracking achievement
Additional QIs	2.2 Writing Programme White Rose Maths Metaskills IDL development		1.2 Leadership of Learning

School Improvement Priority 1 2025-26

Priority	Writing
Person(s) Responsible	Stephen Gilhooley SLT
Next Steps from Standards and Quality Report	Improving Writing attainment – especially 1st level (3.2, 2.3)

HGIOS 4 QIs	NIF Priority
2.2 Curriculum 2.3 – Learning, Teaching and Assessment 1.2 – Leadership of Learning 3.2 Raising Attainment	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?)

<p>Teachers</p> <ul style="list-style-type: none"> • Inconsistency in practice: All staff using different resources • Subject knowledge: some staff lack sufficient knowledge of the processes involved in the teaching of writing. • All staff need regular opportunities for moderation to improve professional judgement in writing and to raise attainment. • Diagnostics/interventions: consistency with interventions at the right time during the session. • Teachers not prioritising writing or giving regular opportunities for writing in their weekly timetable. • Stimuli or 'hooks' for writing can lack creativity and inspiration. <p>Pupils</p> <ul style="list-style-type: none"> • Gaps in vocabulary, punctuation and grammar. • Need more opportunity to robustly self-evaluate and reflect on feedback. • ACEL data for 2025 shows 15% of children in P4 are not attaining expected levels in writing. • Limited time to practice different genres of writing. • First level pupils show difficulties producing quality pieces of writing. • Limited engagement with writing in class and beyond the classroom. <p>School</p> <ul style="list-style-type: none"> • Need for one stimulating, exciting new programme which has buy in 	<p>High Quality Training:</p> <p>Inservice and CAT time for teachers and Support Staff to go through online training and use of book groups to professionally discuss next steps and moderate delivery.</p> <p>Consistency of Writing teaching:</p> <p>Using the planners and training tools to plan and set pace of delivery in stages.</p> <p>Appropriate use of Data:</p> <p>Robust use of Data to inform next steps and interventions in Writing: Staff to use summative and formative test data to plan interventions as and when necessary.</p> <p>Unlimited access to Training and Resources:</p> <ul style="list-style-type: none"> • Every Teaching Staff will have 'The Write Stuff' Textbook/manual. • Every Staff member will have unlimited access to the online training videos. • Every classroom will have the accompanying poster. • Regular opportunities for working with colleagues in stages. • 2x Assessment and Moderation CAT Sessions with Learning Community. <p>Opportunities for sharing good practice:</p> <ul style="list-style-type: none"> • Staff will visit and observe a colleague teach a lesson and offer constructive feedback. • SCE in Writing by SLT. • Regular updates in writing during Staff Meetings. 	<p>Training:</p> <ul style="list-style-type: none"> • Whole staff training: initial 2 hour session to connect and develop staff knowledge of the evidence base, followed up by two further sessions over the first two terms. August and October Inservice, 3 x CAT • CAT reflecting on reading from textbook. • Training for PSAs in supporting the basics in writing. • 2 x CAT using online training materials. <p>Stage planning meetings</p> <p>Level Meetings (WTA 3 x 1 hour)</p> <p>Attainment and planning meetings led by SLT will discuss</p> <ul style="list-style-type: none"> • As practice develops, identify staff champion to support ongoing coaching and provide examples for others. <p>Resources:</p> <ul style="list-style-type: none"> • Online training materials (Purchased May 2025) • Textbook – guide to lessons and writing programme. (Purchased May 2025) • Online thematic planning. • HOTS resources (CEC guidance) • EEF guidance reports for all staff. • PSA and SfL Training in supporting 	<p>Short Term</p> <ul style="list-style-type: none"> • Teaching staff plan and select programmes of work together as a stage team and decide pace of delivery. • An increase in teacher confidence in writing delivery increases to 100%. • ACEL data at First Level shows 5% increase in Writing. • All staff demonstrate an understanding of the Writing Programme 'The Write Stuff' • All learning support staff and PSAs are familiar with the programme and style of delivery. • Pupils consistently writing and showing enthusiasm for new genres and contexts. <p>Final Outcomes</p> <ul style="list-style-type: none"> • Increased pupil engagement and confidence in Writing. • Achievement of First Level Writing by end of P4 is 90% • Learners developing oral language skills, including vocabulary. • All pupils making value added progress 	<ul style="list-style-type: none"> • Tracking data from previous session (benchmark), ongoing tracking data throughout session • Attainment meetings with class teachers • Fortnightly progress meetings with PSAs involved. • Feedback from SCE and peer observations. • Pupil observations • Pupil views (Hot Choc, Pupil Council, questionnaires) • Staff views and surveys • Update in stage meetings
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<p>from all staff.</p> <ul style="list-style-type: none">• Each learner's writing time in class is inconsistent.				
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Evaluation (January, May)

School Improvement Priority 2 2025-26

Priority	Numeracy and Maths Teaching
Person(s) Responsible	Mr Martyn Wood (DHT - Lead) All Class teachers
Next Steps from Standards and Quality Report	Improving attainment in numeracy across the school - Specifically retention of facts and number processes

HGIOS 4 QIs	NIF Priority
2.2 Curriculum 2.3 – Learning, Teaching and Assessment 1.2 – Leadership of Learning 3.2 Raising Attainment	Improvement in achievement- Numeracy focus on key skills, retention and skill transfer Driver – Developing Practitioner Knowledge and pupil achievement

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?)
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<p>Teachers</p> <ul style="list-style-type: none"> • Inconsistent practice: Staff are textbook driven - few concrete resources used to enhance learning experiences. • Subject knowledge and Awareness: Evidence illustrates staff are reluctant to move away from textbook activities - Key subject areas are taught using 'light touch' • All staff need regular opportunities for moderation to improve and challenge professional judgement in numeracy, solidifying skill retention whilst raising attainment. • Diagnostics/interventions: consistency with interventions supporting progression pathways ahead of teaching inputs • Teachers not prioritising the CPA approach in numeracy or giving regular opportunities for pupils to verbalise learning and understanding in their weekly maths planning. • Stimuli in numeracy in maths lacks creativity and real life context. <p>Pupils</p> <ul style="list-style-type: none"> • Gaps in numerical recall, understanding and skill transfer • Need more opportunity to robustly self-evaluate and reflect on feedback. • ACEL data for 2025 shows ——of children in Bruntsfield at— —— • Pupils across the school are largely unable to verbalise their strategies in numeracy • Limited engagement with numeracy in class and beyond the 	<p>High Quality Training:</p> <p>Inservice and CAT time for teachers and Support Staff to go through online training and use of book groups to professionally discuss next steps and moderate delivery.</p> <p>Consistency of Numeracy teaching:</p> <p>Using the planners and training tools to plan and set pace of delivery in stages.</p> <p>Appropriate use of Data:</p> <p>Robust use of Data to inform next steps and interventions in numeracy Staff to use summative and formative test data to plan interventions as and when necessary.</p> <p>Unlimited access to Training and Resources:</p> <ul style="list-style-type: none"> • Every Teaching Staff will have 'access to the White Rose teaching guide • Every Staff member will have unlimited access to the online training videos. • Regular opportunities for working with colleagues in stages. • 2x Assessment and Moderation CAT Sessions with Learning Community. <p>Opportunities for sharing good practice:</p> <ul style="list-style-type: none"> • Staff will visit and observe a colleague teach a lesson and offer constructive feedback. • SCE in Numeracy by SLT. • Regular updates in numeracy during Staff Meetings. (Highlighting good practice in school). 	<p>Training:</p> <ul style="list-style-type: none"> • Whole staff Cat to explore data and what this tells us about 'where' our learners are in their numerical learning journey. • CAT reflecting on planning and implementation techniques attempted- successes and development opportunities shared. • Training for PSAs in supporting the basics in numeracy • 2 x CAT using online training materials. <p>Stage planning meetings</p> <p>Level Meetings (WTA 3 x 1 hour)</p> <p>Attainment and planning meetings led by SLT will discuss</p> <ul style="list-style-type: none"> • As practice develops, identify staff champion to support ongoing coaching and provide examples for others. <p>Resources:</p> <ul style="list-style-type: none"> • Online training materials (Refreshed May 2025) • Reading group to explore successes in the CPA approach • Online thematic planning. • Progression Pathways resources (CEC guidance. • PSA and SfL Training in supporting 	<p>Short Term</p> <ul style="list-style-type: none"> • Teaching staff plan and select programmes of work together as a stage team and decide pace of delivery. • An increase in teacher confidence in delivering numeracy using a CPA approach increases to 100%. • ACEL data at First and second shows 5% increase. • All staff demonstrate an understanding of the CPA Numeracy approach and how the Visuals of White Rose support this. • All learning support staff and PSAs are familiar with our desired approach to learning and style of delivery. • Pupils consistently discussing and showing enthusiasm for new mathematical skills showing confidence to approach new skills also. • Parents aware of the CPA approach and aware that home learning tasks may reflect this at home. <p>Final Outcomes</p> <ul style="list-style-type: none"> • Increased pupil engagement and confidence in Numeracy and Maths. • Achievement of First Level Numeracy — — — • Learners developing their numerical fluency and their ability to share and express this orally. • All pupils making value added progress 	<ul style="list-style-type: none"> • Tracking data from previous session (benchmark), ongoing tracking data throughout session • Attainment meetings with class teachers • Fortnightly progress meetings with PSAs involved. (Martyn) • Feedback from SCE and peer observations. Shared and action plan verbalised • Pupil observations • Pupil views (Hot Choc, Pupil Council, questionnaires) • Staff views and surveys • Update in stage meetings • Parental views around pupil feeling around numeracy and maths
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classroom.

School

- Need for consistent and exciting exciting approaches to numeracy and buy in from all staff.
- Each learner's numerical skill base and ability to discuss and transfer is inconsistent
- School numeracy (concrete) resources are in need of replenishment and general upgrading

Parental Involvement

Martyn to meet with parents and explore their perceptions of maths and Discuss how and why we are adapting our approach at Bruntsfield. Parents to explore how they can, with school support, best accommodate and enhance this approach at home.

Evaluation (January, May)

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