

School Information (Including ELC/Nursery if applicable)

School/Establishment	Bruntsfield
Head Teacher	Stephen Gilhooley
Link QIEO	Annmarie Proctor

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 1.2 Leadership of learning Children and young people leading learning
2.3	Equality and diversity UNCRC - RRS	Feedback	Quality of Teaching - Questioning - Differentiation - Feedback - Digital
3.1		UNCRC - RRS	Wellbeing - Staff - Pupils - Families
3.2		Tracking achievement Tracking and Monitoring Writing Programme Maths	Tracking achievement Tracking and Monitoring - Effective use of evidence and assessments - Robust tracking
Additional QIs	2.2 Writing Programme White Rose Maths Metaskills IDL development		

School Improvement Priority 1 2025-26

Priority	Improving learning and teaching to ensure consistency, quality of experiences and improve outcomes for all our learners
Person(s) Responsible	Stephen Gilhooley SLT
Next Steps from Standards and Quality Report	Consistent approaches to learning and use of language are being used to support pupil target setting; Develop staff's understanding of differentiation and feedback to ensure that all pupil needs are being met effectively; Continue to insist on the 'entitlements of learning' in the classroom.

HGIOS 4 Qis	NIF Priority
2.3 – Learning, Teaching and Assessment 1.2 – Leadership of Learning 3.2 Raising attainment and achievement	Improvement in attainment, particularly in literacy and numeracy, and closing the attainment gap. This priority ensures the national aim of raising attainment and ensuring equity for all learners.

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?)
Staff need to analyze and reflect on their practice using evidence and data so they can confidently evaluate the quality of learning and teaching more consistently and identify next steps for improvement. Continue to embed our Writing Programme 'The Writing Stuff'. Ensure these practices are planned in stages, are consistent and approaches are adopted in later stages of P1. Ensure this is aligned with new LC writing assessment materials.	Use the reflective learning and teaching tool to support staff self-evaluation, professional dialogue, coaching conversations and next steps for improvement. Factor in time for further support and training online. Give time for staff to plan and refine writing topics.	1 x in-house CAT session on Reflective Learning tool and how to use this to supplement planning and pedagogy. (Oct 2026) Training on Pupil Tracking and Analysing data (August 2026 and ongoing.) 'The Write Stuff' Training Materials are used and used for planning in stages to ensure quality pedagogy. Inservice (Aug & Oct 2026) 1x Cat Session (Sept 2026). Visit to classes for peer visit (Jan 2027)	For Staff A shared understanding of what high-quality learning and teaching looks like. Increased confidence and consistency in applying agreed learning and teaching approaches Confidence in delivering programmes of work and providing quality learning experiences for all at their level. For learners: More consistent experiences of high-quality learning Increased engagement, motivation and agency in shaping learning Improved progress and attainment, particularly in literacy and numeracy	• 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 • Professional Discussions at CAT and Inservice Meetings.

Learners should experience a greater consistency in expectations, support, challenge, feedback and opportunities to lead and shape learning. Staff will be skilled and able to use the Pupil Tracking tool to manage and analyse pupil data confidently.	Promote collaborative learning, including opportunities for staff to share practice, observe learning, moderate expectations and reflect together. Inservice (August 2026) and Staff Meeting training. Drop in sessions with skilled members of staff. Time factored into inservice for familiarisation.	Termly SLT reviews will evaluate implementation progress and identify next steps. SLT will initially lead staff through training and development. PT will support staff as appropriate. Check in and regular checks during attainment meetings with SLT.	Greater consistency in expectations and challenges and targeted support for learners. Staff confidence to analyse and manage their own class data. They will be able to spot trends, patterns and liaise with support staff to ensure appropriate interventions are in place for all learners.	
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School Improvement Priority 2 2025-26

Priority	Children and young people to take responsibility for their own learning and progress. They will have greater confidence and skills in leading their own learning and that of others.
Person(s) Responsible	All SLT
Next Steps from Standards and Quality Report	• Pupil Leadership opportunities are very good in Bruntsfield. However, 50% of staff and almost all of our Pupil Council agreed it would be good for learners to have more opportunities to contribute to the planning and direction of their learning. • Our QA and assembly calendar needs to have more connections to improvement and opportunities for reflection. • Continue to monitor our YC and CE attainment and achievement to ensure there are no barriers to learning. • In half of the classes, 'Think, Pair, Share or elbow partners were not used frequently enough to deepen the discussion, empower all and improve the pace of delivery. We need to continue this. • In a few lessons, feedback was not acted upon during the lesson or the plenary. This will become a next step for us next session.

HGIOS 4 QIs	NIF Priority
2.3 – Learning, Teaching and Assessment 1.2 – Leadership of Learning 3.2 Raising Attainment	• Placing the human rights and needs of every child and young person at the centre of education. • 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?)
Children and Young people participating in learner conversations during Focus Fortnights with SLT sharing their thoughts, work and views on an identified focus. Pupil Council will participate in learning walks and survey pupils to establish strengths and areas for development. During Focus Fortnight (see QA Calendar for dates) and other points during the school session, pupils will have the opportunity to discuss their progress with a teacher with a focus on two stars and a wish which will feed into Final Reports in March. Pupils will be consulted and be involved in the development of outdoor play in school grounds and the wider environment. Staff will facilitate discussions around topic/IDL planning and next steps in curriculum planning with learners on a regular basis.	Pupils reflecting honestly on their experiences of learning and teaching within their classroom and sharing their views of how they can further develop and improve experiences. Learners will reflect on similar and different learning contexts. They will learn what to look for and deepen their reflective and evaluative language. Learners and staff will share an understanding of progress and next steps in learning. Pupils will give their perspective on the development of their areas of learning and play. Pupils will feel empowered and part of the process. Pupil Voice will be part of the planning process. Contexts for learning may take a different direction or have a different emphasis. Continue to augment good Gold Standard practices within the UNICEF RRS Framework.	During Focus Fortnights, groups of pupils from different stages will be invited by members of SLT to meet them and discuss learning. Questions will be moderated by SLT and evidence collected to share with staff. HT will also discuss learning weekly at 'Hot Chocolate with the HT.' Pupils and Staff use of Leuven Scale to moderate and assess levels of engagement amongst learners in each classroom. Focus Fortnight will be a whole school evaluation 2 weeks lead by Senior Leadership Team. Staff will be invited to share learning with SLT and SLT will have the opportunity to see learning in real time during learning walks, jotter monitoring or Sharing Classroom Experience. Children will plan areas and be part of a stakeholder group to redesign their environment, plan	For Learners: Learners will become more familiar with the language of learning. Pupils will have their opinions shared more often. They will see how this can shape their future learning and experiences. Learners and staff will share an understanding of progress and next steps in learning. All learners will have a clearer concept of the 'why and how' of learning. Our pupils will develop resilience and confidence to lead their own and others learning. Staff Outcomes: SLT will regularly get to analyse data and evidence of pupil work. They will look for progress, coverage, differentiation, presentation and quality of learning.	• 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 • Professional Discussions at CAT and Inservice Meetings

Rights Respecters will continue to promote Children's Rights and ensure there is an awareness of Global Goals and all issues relating to an understanding of the principles of democracy and global citizenship through experience of critical and independent thinking.		activities and select resources for learning and play. RRS and Global Goals will be lead by DHT and CT to regularly promote Right of the Month at Assemblies, projects and competitions. Children in this group will consult with their peers to determine issues and next steps for Bruntsfield School and the Community.	Staff will effectively support learners to initiate questions about their own learning and progress. Staff will support children and young people to take responsibility for their own learning and progress.	
Evaluation (January, May)				

