



Improvement Plan 2025-2026

School/Establishment	Sighthill Primary School and Nursery Class
Head Teacher	Clare Langley
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School Statement: Vision, Values & Aims, Curriculum Rationale

Our Vision

At Sighthill our school vision is to ensure that all pupils, parents, and staff experience the following during their time with us at Sighthill Primary School. Everyone should experience feeling; Safe, Included, Growth Mindset, Healthy, Teamwork, Happy, Inspired, Learning, Loved (SIGHTHILL)

Our Values

Safe, Respected and Ready

Our Curriculum Rationale

At Sighthill Primary school we aim to work collaboratively to design our curriculum and rationale underpinned by our values for learning focussing on supporting and developing the whole child. We are ambitious for our learners.

Edinburgh Imperatives

This session the Edinburgh Imperatives People, Curriculum, Inclusion are threaded through our improvement plan. We are developing our staff skills to raise attainment and achievement (**People and Progress**). We are refreshing our curriculum, so it is relevant to today and the Sighthill community to raise attainment and achievement (**Curriculum**). We are focussed on including all our learners whilst ensuring we are raising attainment for all (**Inclusion**).

Three Year School Plan for Improvement

Quality Indicator	2025 - 2026	2026 - 2027	2027 - 2028
1.3	<ul style="list-style-type: none"> Nurture Award Leadership at all levels Further Develop Pupil Leadership Team Embed Play Pedagogy in P1 	<ul style="list-style-type: none"> Embed Nurture award work Equalities with community and curriculum review Begin to consider together - Improvement methodology Leadership at all levels 	<ul style="list-style-type: none"> School vision, aims and values Improvement methodology Self evaluation strategy
2.3	<ul style="list-style-type: none"> Power up pedagogy - Learning intention and success criteria Power up pedagogy - Assessment Further develop Outdoor Learning Further develop Digital Learning Develop use of CEC Tracking tool We Make Wester Hailes Teaching, Learning Assessment Strategy CYPIC Writing 	<ul style="list-style-type: none"> Power up pedagogy - Differentiation Power up pedagogy - Questioning Refine Outdoor Learning Refine Digital Learning Continue We Make Wester Hailes Teaching, Learning Assessment Strategy Extend CYPIC Writing 	<ul style="list-style-type: none"> Power up pedagogy - Feedback Power up pedagogy - Plenary We Make Wester Hailes teaching, learning and assessment strategy Extend CYPIC Writing
3.1	<ul style="list-style-type: none"> Nurture Award and develop use Boxalls Trauma informed – Care Experienced Refine measure for PEF interventions Equalities for whole community – celebrations and word boost 	<ul style="list-style-type: none"> Further learning impact of trauma Inclusion and equality Equalities for whole community celebrations 	<ul style="list-style-type: none"> PEF Interventions
3.2	<ul style="list-style-type: none"> Attainment over time Moderation Wider Achievement development Continue to develop Sighthill Seven Attendance 	<ul style="list-style-type: none"> Attainment over time Wider Achievement celebrations and tracking Sighthill Seven Attendance 	<ul style="list-style-type: none"> Attendance

School Improvement Priority 1 2025-26

Priority	To develop leadership at all levels.
Person(s) Responsible	Headteacher
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Continue to build close relationships with Learning Community to drive forward continuous improvement in Wester Hailes • Refine leadership roles for staff linked to improvement plan and PRD targets • Continue to embed Pupil Leadership teams linked to improvement plan • Further develop the Sighthill Seven

HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> • QI 1.2 Leadership of Learning • QI 1.3 Leadership of Change • QI 2.2 Curriculum • QI 2.3 Teaching, Learning and Assessment • QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Improvement in attainment, particularly 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?)
<ul style="list-style-type: none"> Pupil Leadership Teams have had a successful impact in children leading the direction of the school through current overarching themes Curriculum needs to be relevant and take advantage of the local community assets There is a lack of time/opportunity for staff to take on leadership roles Teaching staff have expressed that they are not confident in the learning journey in Literacy and Numeracy 	<ul style="list-style-type: none"> Continue to develop and refine pupil leadership teams Continue to build approach to Sighthill Seven Clear staff leadership roles and input on the 1.3 Leadership of change Moderation of pupil work and planning in house in Literacy and Numeracy 	<ul style="list-style-type: none"> Raise profile of leadership at all levels Explore 1.3 what does that mean? (CAT 3, Inservice 4 - Headteacher) Pupil Leadership Team launch 2025 and calendar (CAT 3 – Michelle O'Neill) Pupil Leadership Teams have a board in school to share work (Michelle O'Neill) Update progress and continue developing Sighthill Seven evaluate and link to thematic plans (CAT 9 – Michelle O'Neill) In house moderation (CAT 7, CAT 8 – SLT) 	<ul style="list-style-type: none"> All staff are aware of their role in leadership Pupils engaged in bringing change to school and beyond Creation of key experiences relevant to context All teaching staff have an understanding of progression through Literacy and Numeracy at Sighthill 	<ul style="list-style-type: none"> Staff participation data Pupil Leadership team data pupil and adults Moderation feedback
Evaluation (January, May)				

Priority	To develop consistency in high quality teaching learning and assessment across the school.
Person(s) Responsible	Headteacher and SLT Support
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Link Quality Assurance activity with learning community to maximise impact • Continue work on We Make Wester Hailes • Develop staff in use of digital technology to support teaching and learning • Revisit use of Teams for learning and teaching • Embed the changes to P1 pedagogy • Increase staff confidence in Outdoor Learning • Focus on Learning intentions and success criteria • Whole school focus on assessment, pace and challenge • Further embed literacy planners • Introduce CYPIC approach to writing • Introduce new CEC Literacy progression pathways • There is no clear pathway or structure to progression through current school reading books

HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> • QI 1.3 Leadership of Change • QI 2.2 Curriculum • QI 2.3 Teaching, Learning and Assessment • QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and last disadvantaged children and young people • Improvement in attainment, particularly 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?)
<ul style="list-style-type: none"> • Context of the school, importance that high quality teaching and learning supports inclusion and a way out of poverty. The challenges can be overwhelming • Lack of consistency in high quality teaching learning and assessment in the learning community 	<ul style="list-style-type: none"> • Sharpened focus and motivation towards Teaching, Learning and Assessment • Further embed work on teaching learning and assessment strategy linking to We Make Wester Hailes 	<ul style="list-style-type: none"> • Motivating speaker Bruce Robertson (Aug Inservice – Headteacher) • Review of We Make Wester Hailes with teaching team and how that looks and feels in Sighthill (Aug Inservice – Michelle O'Neill) • Planned Learning Walks with Learning Community (Ongoing – Michelle O'Neill) 	<ul style="list-style-type: none"> • All staff motivated to improve outcome for a learners • A teaching staff have clear idea of key elements in high quality 	<ul style="list-style-type: none"> • Staff questionnaires • Shared Classroom Experience data • Learning community learning rounds data

<ul style="list-style-type: none"> • New Edinburgh Literacy Pathways that staff are not all aware of • Previous work on P1 Play pedagogy has had a positive impact • Data suggests quality of learning Intentions and Success criteria is poor • Data suggests concerns with Pace and Challenge are staff redoing what pupils can do? Are we challenging? • Staff are not confident in taking learning outdoors • Poor ACEL Levels in writing at P4 • There is no clear structure of progression through reading books beyond phonics 	<ul style="list-style-type: none"> • Learning Community Learning Walks • Time to explore and understand purpose and how to use new literacy pathways and revisit numeracy pathways • Continue to embed approach to P1 pedagogy • Guidance for staff on learning intentions and success criteria • Guidance for staff on Assessment • Modelling and support for Outdoor Learning lead teacher • Training for teacher(s) in CYPIC • A clear structure and sequence in reading books 	<ul style="list-style-type: none"> • Explore and understand CEC Literacy and Numeracy Pathways (CAT 1 – SLT Team) • Continuity and development in approaches in P1 (Ongoing – Suzanne Arnot) • Collegiate discussion and work on Learning intentions and success criteria (CAT 2 Edinburgh Learns Bitesize videos and discussion – Depute Headteacher) • Collegiate discussion and work on Assessment (CAT 5 - Edinburgh Learns Bitesize videos and discussion – Depute Headteacher) • Outdoor Learning Practical support using in house resources (CAT 10 – Graham Harley) • CYPIC Training (CLPL for P4 class teacher and share Inservice 5) • Audit of reading books and organise into progression (Ongoing Literacy Lead Suzanne) 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Increase in observation of high quality teaching and learning aspects including learning intentions, success criteria and assessment • Increase in staff confidence for outdoor learning • Increase in staff confidence in reading progression at Sighthill 	
Evaluation (January, May)				

School Improvement Priority 3 2025-26

Priority	To continue develop systems to support inclusion of all
Person(s) Responsible	Headteacher and SLT Support
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Continue nurture award journey. • Whole school attachment training • Diarise and plan to recognise religious celebration for example Eid. • Embed approaches to parental engagement – Cuppa n Chill, Join the Learning, Families Connect • Further develop ways to promote and celebrate wider achievement. • Continue approaches to increase attendance • Develop use of NSA data • Continue to embed approaches to bespoke timetables to support inclusion. • Further embed use of CEC tracking tool
HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> • QI 1.3 Leadership of Change • QI 2.2 Curriculum • QI 2.3 Teaching, Learning and Assessment • QI 2.4 Personalised support • QI 2.5 Family learning • QI 3.1 Ensuring wellbeing, equality and inclusion • QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and last disadvantaged children and young people • Improvement in attainment, particularly 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?)
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<ul style="list-style-type: none"> • Work towards nurture award has been positive and all stakeholders are receiving it well. • There is a high percentage of care experienced pupils and pupils who have experienced trauma who display attachment seeking behaviours and staff need support understand these behaviours. • The school community is diverse, and families have a variety of faiths. • Updating word boost P1 and P3 to have an equalities lens has offered an increase in discussion and children seeing themselves in text • Pupils lack confidence and resilience • Last session work on attendance has made an impact • The school team are not making effective use of NSA data • Some pupils at risk of exclusion and find accessing learning and allowing others to access learning challenging. • Teaching Team transitioning to use of CEC tracker 	<ul style="list-style-type: none"> • Continue nurture award journey • Whole school trauma and attachment training • Continue to improve celebrations of variety of religions. • Update P2 word boost s. • To improve confidence and resilience focus on Wider Achievement – Football Team, Netball Team, Love Music Choir, Big Noise and Celebrate pupil Wider achievement • Continue to develop ways to support attendance and implement • Develop use of NSA data to raise attainment. • Create bespoke timetables and link to PEF plans • Staff need time to consider ACEL alongside new tracker 	<ul style="list-style-type: none"> • Nurture award progress and evidence time (CAT 4, Time on Inservice 3 – Michelle O’Neill) • Attachment seeking/trauma training (Inservice 3 - EP) • Assemblies(Ongoing - Ellie Graham) • Update P2 word boost to have an equalities lens (Ongoing – Suzanne Arnot) • Wider Achievement display, and assembly focus (Ongoing – Ellie Graham) • School pick ups, attendance calls (Ongoing – Michelle O’Neill) • Teaching Team NSA training (CAT 11 – Headteacher) • Bespoke timetables for certain pupils (Ongoing linking to 4 x Team Around Stage Meetings – Michelle O’Neill) • 4 x 1 Hour 1 :1 Attainment meetings (SLT and Classteacher 	<ul style="list-style-type: none"> • School achieve nurture award • All staff have a better understanding of trauma and attachment • Increase in pupil participation in Clubs • Consistent attendance levels • Limited number of part time timetables • Increase in teaching staff confidence in using pupil tracker 	<ul style="list-style-type: none"> • Staff questionnaires • Participation data • Attendance levels • Part time timetables • Staff confidence questionnaires
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Evaluation (January, May)

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ELC/Nursery Improvement Priority 1 2025-26

Priority	To develop leadership at all levels in the Nursery to improve the overall capacity in the setting.			
Person(s) Responsible	Suzanne Arnot (Principal Teacher)			
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> Identify defined roles and responsibilities Support all staff to be confident to drive forward change in the nursery Refresh quality assurance calendar Plan opportunities for children to lead direction of change in the nursery 			
Links to Quality Framework: Quality Indicators	1.1 Collaborative approaches to self-evaluation 1.1 Ensuring impact of success for children and families 1.2 Professional engagement and collegiate working 1.3 Impact of career-long professional learning 1.3 Strategic planning for continuous improvement 1.3 Implementing improvement and change 2.3 Learning and engagement			
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?)
<ul style="list-style-type: none"> In previous there was not a robust agreed plan for collegiate development of the nursery to impact learners. There is no clear roles and responsibilities for staff meaning staff skills and learners progress are not maximised. There has been a lack of opportunity to look outwards. Practitioners are not able to articulate or have a shared view what high quality looks like. Missed opportunities for children leading positive 	<ul style="list-style-type: none"> Development plan calendar and refresh quality assurance calendar Clear roles and responsibilities for staff All practitioners to have opportunities to consider and drive forward informed change Increase of opportunities for children to contribute to the life of the nursery. 	<ul style="list-style-type: none"> Share clear development plan and implement through year (Aug Inservice and ongoing – Suzanne Arnot) Share and implement though year refreshed quality assurance calendar (Aug Inservice and ongoing - Suzanne Arnot) Share Role and Responsibilities (Aug Inservice - Suzanne Arnot) ‘Best Practise Visits’ Linking to annual conversation practitioners have opportunity to visit other setting with an interest focus to bring back to setting (All practitioners Aug- Dec) Children leadership opportunities implemented – for example recycling, growing (Course of session – EEL, Liza) 	<ul style="list-style-type: none"> Robust plan to drive continuous improvement in place Robust plan to monitor service in place All staff are aware of their role in the setting and are accountable All staff are motivated and involved in continuous improvement in the setting. Increase in children taking part in Learning for Sustainability activity and promoting children’s rights 	<ul style="list-style-type: none"> Plans for improvement implemented successfully Plans for quality assurance implemented successfully Staff motivation levels Number of ‘Best Practice visits and number of implemented change ideas Data on pupil activity

change in the setting for example learning for sustainability.				
Evaluation (January, May)				

ELC/Nursery Improvement Priority 2 2025-26

Priority	To ensure learners are making good progress in Literacy and Numeracy			
Person(s) Responsible	Suzanne Arnot (Principal Teacher)			
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Collegiate review of current planning to ensure children's voice is heard • Refocus on responsive planning • Develop use of Learning Journeys to support children and families understanding of learning journey • Develop use of floor books and Learning Wall • Improve interactions between adult and child 			
Links to Quality Framework: Quality Indicators	1.3 Leadership of change 1.4 Leadership of management and practitioners 1.5 Management of resources and environment for learning 2.2 Pedagogy and play 2.3 Learning and engagement 2.3 Quality of interactions 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 2.6 Quality of support for children and their families 2.6 Collaborative planning and delivery 2.6 Continuity and progression in learning			
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?)
<ul style="list-style-type: none"> • Inconsistent knowledge of children as learners and how to extend learning • Current planning takes inconsistent account of next steps in skills in learning including learner's voice. • Nursery resources are not well organised and are often poor quality and not open ended. 	<ul style="list-style-type: none"> • Upskills practitioners in use of observations to know where children are and extend learning. • Find ways to make learners journey accessible and a discussion area to families and children, tracking and recording progress and next steps in learning. 	<ul style="list-style-type: none"> • Collegiate review of CEC guidance on observations, responsive planning progress over time, responsive planning (Development meetings – EEL Suzanne Arnot) • Implement trial use of Learning Journey folders Kirsty, Suzanne Arnot) • Implement and monitor development of learning wall • (Aug Inservice – Suzanne Arnot, EEL) • Explore purpose and benefits of floor books (Development meetings – Karen, EEL ad Suzanne Arnot) 	<ul style="list-style-type: none"> • Practitioner increase in understanding and quality of observations, responsive planning, progress over time, intentional planning • Children and families engage in new learning journey folders • All stakeholder involved in and aware of the learning in the setting • Increase in use of floor books and staff 	<ul style="list-style-type: none"> • Observations • Staffing skill development questionnaire • Engagement levels data • Floor books and floor book data • Learning Journey engagement data • Feedback from stakeholders on transitions

<ul style="list-style-type: none">• Lack of high quality resources can impact responsive planning• Transition in nursery are inconsistent.• Build on success of creative star catchers	<ul style="list-style-type: none">• Audit of nursery resources and storage of them.• Creating a clear early level transition policy.• Continue to embed	<ul style="list-style-type: none">• Nursery Resource Audit and organisations (Ongoing, Oct Inservice – Suzanne Arnot and EYPs)• Review current transition processes (By Oct – Suzanne Arnot)• Create and pilot draft Transition policy/procedure (Dec – Suzanne Arnot)• Successful blook of star catchers (Ongoing - Dionne)	<p>confidence in using floor books</p> <ul style="list-style-type: none">• Resources well organised and more accessible to impact responsive planning• A clear transition policy ensuring transition in, through and out of nursery are a positive and ensure continuity of learning	
Evaluation (January, May)				

ELC/Nursery Improvement Priority 3 2025-26

Priority	To ensure a holistic approach to wellbeing in the setting underpins learners ability to achieve.			
Person(s) Responsible	Suzanne Arnot (Principal Teacher)			
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Review wellbeing processes so they don't impact but enhance teaching and learning • Increase opportunities for all staff to know children holistically • Ensure celebrating diversity in the nursery • Review texts with an equalities lens 			
Links to Quality Framework: Quality Indicators	1.4 Leadership of management and practitioners 1.1 Ensuring impact of success for children and families 1.5 Professional engagement and collegiate working 2.5 Engaging families in learning 2.5 Early interventions 2.5 Quality of family learning 3.1 Wellbeing 3.1 Inclusion and equality 3.2 Ensuring equity for all children			
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?)
<ul style="list-style-type: none"> • Wellbeing processes have meant that most experienced staff are coming of the floor. Care Inspectorate also noted in inspection 'Management could consider limiting occasions when more experienced staff were taken away from working directly with children'. • In an area of multiple deprivation there is a large volume of wellbeing agenda and paperwork. There has been inconsistent storage of this. • Current systems in place mean that keyworkers don't have the opportunity to build relationships with parents and carers and therefore 	<ul style="list-style-type: none"> • Clear wellbeing flowchart/system to ensure all staff know and understand their role and that wellbeing roles enhance holistic provision and ultimately outcomes for children. • Ensure full understanding of roles and responsibility and the storage of wellbeing information. • Review nursery systems to ensure keyworkers have opportunity to know Parents and Carers not just EYOs. 	<ul style="list-style-type: none"> • Creation and sharing of wellbeing flowchart (Aug Inservice – Suzanne Arnot) • Wellbeing activity carried out in timely fashion and stored accurately (Ongoing – Suzanne Arnot) • Implement change to morning welcome, parents and carers welcome into play room (Ongoing and review – Suzanne Arnot) • Planning and coordination of Culture week (Set week – EYPs, Lynne and Saira) 	<ul style="list-style-type: none"> • Staff confidence with wellbeing • Children's needs are met • Children's and families are more confident in talking with all nursery team and about learning • Parent/Carers more involved in life of nursery • Children and families engage in Culture week • Children and families engage in PEEP 	<ul style="list-style-type: none"> • Wellbeing data • GIRFEC data • Parent/Carer questionnaire • Observation data • Culture week feedback and data • PEEP data

<p>lack confidence in discussion with parents and carers.</p> <ul style="list-style-type: none">• The nursery community is very diverse with a large proportion of EAL families. Importance of including everyone.• Need opportunities for Parents and Carers to work together in partnership to consider and develop everyday learning opportunities.	<ul style="list-style-type: none">• Introduce culture week to celebrate diversity.• Regular PEEP groups	<ul style="list-style-type: none">• Children and families targeted and attend PEEP (EEL and practitioners)		
Evaluation (January, May)				