School Information	
School/Establishment	Sighthill Primary School
Head Teacher	Angela Pearston
Link QIEO	Lorraine Budge

School Statement: Vision, Values & Aims, Curriculum Rationale
The school has three values: Ready, Respected, Safe. There is not currently a shared Vision, Aims or Curriculum Rationale. Previously stated as: At Sighthill the 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) 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.

Three Year School Plan for Improvement			
Quality Indicator	**2025-2026**	**2026-2027**	**2027-2028**
1.3	• Nurture Award • Leadership at all levels • Further Develop Pupil Leadership Team • Embed Play Pedagogy in P1	• Embed Nurture award work • Create shared Vision, Values, Aims and Curriculum Rationale • Embed established Improvement methodologies to support continued improvement in learning, teaching & assessment • Continue to develop leadership at all levels to include support staff and families.	• Embed new school shared Vision, Values, Aims and Curriculum Rationale • Continue to embed established Improvement methodologies. • Embed and strengthen leadership at all levels: pupil, staff, support staff and families.
2.3	• 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 • Research sector-leading approaches to increasing learner leadership of learning (LoL)	• Create Outdoor Learning progression and resources • Increase staff confidence and skill in Digital Learning - Computing Science • Continue to share digital safety tips with families • Digital safety and digital literacy focus for Digital Week. • Introduce staff to the SAMR digital model. • Implement Sighthill Primary's Agreed Four Phase Lesson Model • Improve consistency and quality of feedback and differentiation. Create guidance for both. • Continue to develop We Make Wester Hailes Teaching, Learning Assessment Strategy • Extend CYPIC Writing • Initiate improvement of pedagogy in numeracy. • Carry out test of change in learner leadership of learning (LoL)	• Embed Outdoor Learning. • Continue to build on staff skill and knowledge of Computing Science. • Continue to share digital safety tips with families • From self-evaluation, identify focus for Digital Week. • SAMR digital model to inform LTA in digital technologies. • Embed Sighthill Primary's Agreed Four Phase Lesson Model • Improve consistency and quality of assessment. Create guidance. • Embed We Make Wester Hailes teaching, learning and assessment strategy • Extend CYPIC Writing • Implement, and build on, improvements in numeracy pedagogy and build on these. • Extend learner leadership of learning (LoL)
3.1	• Nurture Award and develop use Boxalls • Trauma informed – Care Experienced • Refine measure for PEF interventions • Equalities for whole community – celebrations and word boost	• Professional learning to have trauma and poverty informed lens. • Create New Vision, Values, Aims & Curriculum Rationale to be underpinned by Wellbeing, Equalities & Inclusion.	• Professional learning to have trauma and poverty informed lens. • Share New Vision, Values, Aims & Curriculum Rationale. • Implement Equalities Policy. • Create a Positive Relationships policy.

		• Use Nurture International assessments to track impact of Nurture on targeted learners. Use universally to identify need. • Improve staff knowledge and understanding of supporting new to English learners. • Build capacity of the support staff team through PRD process and access to high-quality, role-specific professional learning. • Continue to ensure PEF interventions are measurable and have impact. • ASD training for whole staff. • Create Equalities policy.	• Create an anti-bullying policy.
3.2	• Attainment over time • Moderation • Wider Achievement development and celebrations. • Continue to develop Sighthill Seven • Attendance	• Raise attainment in numeracy P1-7. • Raise attainment in writing at First Level. • Continue to develop systems for tracking attainment over time. • Wider Achievement tracking • Implement Sighthill Seven-Year Promise and Enquiry planners. • Improve Attendance and Participation monitoring procedures and use of these to inform improvements. • Support families with issue identified as most common barrier to attendance: ASN.	• Raise attainment in literacy P1-7. • Continue to embed CYPIC as an approach to raise attainment in writing at First Level. • Ensure Wider Achieving tracking is robust for all learns and (universal) this informs staff knowledge and planning for all learners and (targeted) analysis informs gaps and next steps. • Support families with issue identified as next most common barrier to attendance: Family Issues.
Additional Qis 2.2		• Improve curriculum (as well as pedagogy in numeracy) • Implement Enquiry (Thematic including IDL) Planners	• Improve curriculum (as well as pedagogy) in literacy. • Embed Enquiry (Thematic including IDL) Planners

Improvement Priority 1 2026-27	
Priority	**Ensure our learning, teaching and assessment is high-quality, engaging and relevant for all learners.**
Person(s) Responsible	**Angela Pearston**
Next Steps from Standards and Quality Report	***Culture*** *Build on our positive relationships by creating a shared vision and values.* *Continue to embed ways to gather and use pupil views to inform school improvement.* *Continue to strengthen all teaching staff's skills in a range of improvement methodologies.* *Continue to look outwards for best practice.* *Empower support staff to take on leadership roles linked to the SIP.* *Through our Rights Respecting Schools pupil leadership team, explore ways to promote and support positive behaviour.* ***Systems*** *Ensure that robust self-evaluation and quality assurance continues to improve the quality and consistency of high-quality learning, teaching & assessment.* ***Learning & Teaching*** *Continue to develop pedagogical approaches that motivate, engage and challenge all learners.* *Ensure that all of our learners experience the right level of support and challenge in their learning.* *Implement our agreed Four Phase model for high-quality lessons and ensure there are CLPL opportunities for staff aligned to this.* *Improve differentiation, ensure LI are not too broad and align fully to the learning task, ensure SC are clear and break down the LI into steps to success and revisit LI/SC throughout the lesson to allow pupils to self-assess, reflect on targets, and receive contextual feedback that moves learning forward.* *Continue to offer opportunities for all learners to develop Metaskills and to make a meaningful contribution to school improvement.* ***Curriculum: Digital*** *Increase staff confidence in teaching Computing Science, supported by the CEC pathways.* *Continue to support children and their families with digital safety.* *Increase teacher's understanding of how digital technology can be used to transform, as well as enhance, learning through modification and redefinition (SAMR).* ***Curriculum: Outdoor Learning*** *Widen outdoor learning and ensure it is consistent across the school, with the creation of a progression and resources/professional learning to support this.* ***Curriculum: Enquiry Planners*** *Implement new IDL thematic (enquiry) planners.*

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching and Assessment **3.1** Wellbeing, Equality and Inclusion **1.3** Leadership of Change	Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children and young people's health and wellbeing.

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?)
Learning, Teaching & Assessment The quality of learning, teaching and assessment across the school needs to be more consistent and learners' voice needs to be more central. The quality and consistency of learners' written work in jotters needs to improve.	Ensure all learners have appropriate support and challenge in all classes. Develop a shared understanding of differentiation. Make sure intended learning is well planned and shared clearly with learners in all lessons. Make sure steps to success are clear and relevant. Develop a shared understanding of high-quality feedback and extend the repertoire of effective feedback techniques staff can draw upon. Ensure that effective feedback that moves the learning forward needs to permeate the teaching and learning cycle. All learners have meaningful targets that are shared with families. Agreed standards for layout, presentation and feedback. Increased sampling – twice a term.	Professional Learning: feedback, differentiation (CAT) Revisit LI/SC school guidance (CAT) Agree format and system for setting and reviewing targets with learners in literacy, numeracy and wellbeing across the school. For P6 and P7, use the national online profiling tool to record and track targets (as well as achievements and Metaskills). Use range of improvement methodologies (Teaching Sprints, Lesson Study, Peer Visits, Improvement Science) to deepen our shared professional knowledge (CATs) Engagement with educational research and best practice: - *Teachers' Charter: Differentiation | My Learning Hub* - *TeachingCycle.pptx (sharepoint.com* - *Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)* - *https://www.olicav.com/posters/93e68o7bmov7aoo132m09drnubo9jn* - *https://www.impact.wales/* - *3. Providing Feedback That Moves Learners Forward | My Learning Hub* - *PSA Training: Differentiation | My Learning Hub* Share agreed standards at in-service.	Learning, teaching and assessment will be of a consistently high quality across the school. All learners will experience appropriate support and challenge in their learning. Feedback will be high quality and move learning forward. Learners will be able to talk about their personal progress and achievements. Learners will experience regular, high-quality outdoor learning. Planned learning will be responsive and meaningfully connected to wider themes such as equalities, sustainability as well as Metaskills. Learning will be engaging and relevant for all learners.	Comparison of SCE 25-26 and 26-27 Pupil Views about quality of lessons Parental Views about the quality of LTA and impact of digital safety tips Staff self-evaluation of improvement priorities Strategic planning, SfL liaison and attainment tracking meetings Progress in raising attainment for all learners and those in key groups. Learner conversations Monitor engagement with weekly Sway

Digital Technologies Staff need to develop confidence and skill in teaching digital technologies and, in particular, computing science outcomes.	Familiarise staff with digital pathways. Staff collaboratively plan learning sequence from digital pathways (computer science). Introduce staff to the SAMR digital model. Continue to share digital safety tips with families	Professional learning to familiarise with pathways, SAMR model and time to plan collaboratively using these (CAT and strategic planning meetings). Share digital safety tips in weekly Sway.		
Learners need support to stay safe online and to be digitally literate.	Digital safety and digital literacy focus for Digital Week.	Teachers to plan lessons on digital safety and digital literacy for Digital Week.		
Outdoor Learning Learners would benefit from more frequent, consistent, high-quality learning experiences outdoors.	Develop a progression in Outdoor learning supported by appropriate resourcing and professional learning.	Professional learning from partner the Green team. Lead of Outdoor Learning (9 hours WTA).		
IDL/Enquiry Planning needs to be streamlined and planned learning experiences need to be responsive, meaningful, relevant and enjoyable.	Implement IDL Thematic (enquiry) planners as well as CEC pathways for literacy and numeracy. Develop staff understanding of approaches to learning that enable learners to lead their learning.	In-service August to look at IDL Thematic (enquiry) planners and to ensure annual plans are carefully considered to give learners motivating contexts for learning as well as make links and apply/build on prior learning. Professional Learning from IDL Thematic (enquiry) lead on enquiry-based learning (9 hours WTA pro rata). Continue pupil leadership in PLTs covering (Rights, Sustainability, Digital, Inclusion, Nurture, Pupil Voice) – embedding Metaskills. When – see calendar for dates.		

Evaluation (January, May)

Improvement Priority 2 2026-27	
Priority	**To Raise Attainment in Literacy and Numeracy**
Person(s) Responsible	**Angela Pearston/Michelle O'Neill**
Next Steps from Standards and Quality Report	***Literacy*** *Ensure that all teachers are using the CEC Literacy pathways to plan differentiated learning and ensure regular planned moderation activities.* *Monitor closely P4-6 attainment in literacy and extend CYPIC to next year's P4.* ***Numeracy*** *Ensure that all teachers are using the CEC Numeracy pathways to plan differentiated learning and increase moderation activities to include numeracy.* *Widen good practice in numeracy at First Level: collaborative learning, creative approaches, inclusive low threshold/high ceiling learning activities, use of concrete materials and the application of numeracy skills through STEM.* ***Targeted*** *There is a gap in attainment by P7 for learners with EAL and ASN in Literacy and Numeracy – strengthen staff knowledge and understanding of supports and strategies.* *Continue SALT targeted intervention (SEF funded) in P1 to support improved literacy.* *Ensure we gather the views of all partners to help evaluate the work of the school, impact of interventions and next steps.* *Continue to widen and strengthen our universal and targeted supports for learners.* ***Attendance*** *Ensure attendance tracking is systematic and delineate roles of those responsible.*

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching and Assessment **3.2** Raising Attainment and Achievement **3.1** Wellbeing, Equalities and Inclusion **2.2** Curriculum	Closing the attainment gap between the most and least disadvantaged children and young people. 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?)
Numeracy CfE attainment is below 70% in three year groups for 2025-2026. Achievement in SNSA numeracy does not closely align with teacher CfE judgements. Attainment over time is inconsistent in numeracy. There is not an agreed pedagogical approach to teaching numeracy. SEAL is not consistently being used from P1-3 and, over time since P1, P4's attainment in numeracy has declined.	Improved shared understanding of progress, achievement and high-quality pedagogy in numeracy. SEAL training for all P1-3 teachers.	Professional learning on Concrete Pictorial Abstract approach (CEC training for Lead and 3 x CATs following these for teaching staff) PSA to attend numeracy workshop at conference and share learning with wider team. Working group to focus on resourcing for CPA and SEAL.	Staff will have increased confidence in effective pedagogy in numeracy. Learners will be supported, challenged, motivated and engaged in numeracy lessons. Attainment will improve in numeracy for learners over time for identified cohorts. Attainment will improve in literacy for learners over time for identified cohorts. Teacher judgements will become more consistent.	Staff survey/feedback SCE and pupil views Analysis of data over time compared to 2026-2027 for whole school and identified cohorts Analysis of CfE judgements over time and of CfE/SNSA alignment to observe whether consistency in judgements is improving.
Literacy CfE Literacy levels, overall, are lower than numeracy and this has generally been the trend over time. SNSA literacy results at P4 were low and did not align with CfE judgements. Literacy CfE attainment for P1 2025-2027 was 64%.	Extend CYPIC programme to new First Level classes. Trial CYPIC approach as targeted intervention for P5-6 classes where attainment in literacy needs to be improved.	CYPIC professional learning for P3 staff. P4 teacher to take lead role in extending the programme (9 hours WTA). Stage CAT time. SfL teacher liaison with P4/5 and P6 class teachers Term 1. SEF funded SALT to continue targeted intervention in P1.		

Evaluation (January, May)

Improvement Priority 3 2026-27 (if applicable)	
Priority	**Create a shared Vision, Values, Aims & Curriculum Rationale**
Person(s) Responsible	**Angela Pearston/Ellie Graham**
Next Steps from Standards and Quality Report	***Vision and Values*** *Refresh our school vision and values, with the involvement of all stakeholders, that reflects the aspirations of our whole school community.* *Create an equalities policy for our school community.* ***Curriculum*** *Begin to track pupil achievements and identify gaps for individual learners.* *Roll out the Sighthill Seven Year promise so that there is consistency of enrichment opportunities from P1-7 for learners.* ***Parent/Carer Partnership*** *Gather data of parent/carer participation and attendance at events and courses more systematically and analyse to inform future improvements.* *Collaborate with parents/carers on a home learning policy.*

HGIOS 4 QIs	NIF Priority
2.2 Curriculum **3.1** Wellbeing, Equality and Inclusion **1.3** Leadership of Change **2.7** Partnerships	Placing the human rights and needs of every child and young person at the centre of education.

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?)
We do not have a shared vision, values, aims and curriculum rationale.	Create a shared vision, values, aims and curriculum rationale.	Staff in-service August, pupil surveys and focus groups, parental survey and focus groups, partner survey and focus groups – Term 1 2026-27 Shared vision, values, aims and curriculum created in Term 2, with visuals. New shared vision, values, aims and curriculum rationale shared with all stakeholders in Term 3. New shared vision, values, aims and curriculum rationale promoted through communications, assemblies and learning. Gather pupil views on how we can embed these.	We will create a shared vision, values, aims and curriculum rationale by the end of the session, involving all stakeholders.	Pupil, parent, staff and partner surveys will say they feel valued, are asked for views and have their views listened to. Compare 2026 and 2027 surveys for progress on these measures.
We need a shared a shared vision, values, aims and curriculum rationale which is underpinned by wellbeing, equalities and inclusion.	A shared understanding of the culture, systems and processes we need to support and promote equalities.	Create an Equalities policy. Equalities lead to attend CLPL sessions throughout the year.	We will have created and equalities policy that reflects the diversity of our school community and clarifies our position, processes and procedures for all stakeholders.	Monitoring of bullying and racist incidents. Pupil surveys and focus groups. Work of the RRS Pupil Leadership team.

We need to improve parent/carer engagement in their child's learning and in the life of the school. Parents/carers have started to be involved in school improvement – we need to build on this and widen participation.	Robust tracking of parent/carers participation and engagement with gaps identified and targeted interventions planned and reviewed. Continue to strengthen the role of the new Parent Council and take forward identified improvements.	Tracking of participation and engagement at each event as they occur and termly evaluation and next steps actioned. Regular Parent Council Meetings. Review results of parent/carer home learning survey – term 1 Arrange focus groups for families. Consult staff (CAT) – term 1 Agree and create a home learning policy by the end of the session.	We will increase the number of families who participate in the life of the school and engage in opportunities to share in their child's learning. Parent/s carers will be more meaningfully involved in taking forward school improvement.	Participation and engagement data compared to previous session. Parent/carer surveys. Minutes of Parent Council meetings

Evaluation (January, May)