

School Information	
School/Establishment	Longstone Primary School
Head Teacher	Angela Pearston
Link QIEO	Euan Alexander

School Statement: Vision, Values & Aims



*Our School Motto
Good, better, best, we will never rest
until our good is better and our better is best*



Our school vision is for every child to reach their full potential, enabling them to have the skills and confidence to embrace the world we live in.

This vision is one based upon our core values:

- Kindness
- Respect
- Resilience
- Pride
- Creativity

At Longstone Primary School we aim for everyone to:

- *Be happy safe and secure.*
- *Be equal and included.*
- *Be confident and ambitious.*
- *Be responsible for themselves and their learning.*
- *Be creative and enquiring.*
- *Be healthy in body and mind.*

We want to develop skills that enable our pupils to:

- ❖ *Grow and learn through play.*
- ❖ *Learn effectively with confidence, collaboratively and with increasing independence.*
- ❖ *Know themselves as learners.*
- ❖ *Use digital technologies to enhance their learning.*
- ❖ *Live and work in the 21st Century.*



Three Year School Plan for Improvement

Quality Indicator	2025-2026	2026-2027	2027-2028
1.3	Launch Vision and Values	Embed Vision and Values	
2.3	Improve pedagogy in numeracy Embed improved pedagogy in writing Ensure digital technologies planned for Embed Learning, Teaching & Assessment Policy	Embed improved pedagogy	Embed improved pedagogy
3.1	Equalities	Review Positive Relationships Policy	Embed Positive Relationships Policy
3.2	Tracking Progress: Pupil Profiles Closing the Attainment Gap	Embed Pupil Profiles Relaunch tracking achievements	
Additional QIs	2.2 Skills for learning, life and work (linked to 3.2 profiles) Finalise Family-friendly pathways	2.2 Skills for learning, life and work Finalise Family-friendly pathways	2.2 Curriculum Pathways



Improvement Priority 1	
Priority	Ensure learning, teaching and assessment is of a consistently high quality
Person(s) Responsible	Angela Pearston
Next Steps from Standards and Quality Report	<p>2.3 Ensure differentiation is consistent and embedded in our practice Revisit the Differentiation Toolkit and ensure this is a focus for quality assurance.</p> <p>3.1 Inclusion As identified in IPR, staff should continue to further embed their knowledge and understanding of effective intervention strategies, to ensure that across all classes, tasks and activities are effectively differentiated.</p> <p>2.3 Improve consistency of forward planning Ensure that for literacy and numeracy this is completed, in advance, on time and evaluated.</p> <p>2.3 Ensure consistently high-quality learning and teaching Share, embed and evaluate our practice with our new LTA policy. Create a pupil and family friendly version of the LTA policy and continue to ensure pupils support quality assurance.</p> <p>2.3 Profiling Ensure target setting is consistent and that they are regularly reflected on. Agree way to capture progress over time for P1-5 and in P6 and P7 trial national achievements profiling tool: Celebrate your achievements My World of Work</p> <p>3.1 Wellbeing As identified in IPR, staff should ensure that children have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate targets and next steps.</p> <p>1.3 Leadership of Change Continue to use our model of collaboration, scaling up and practitioner enquiry to drive improvement.</p> <p>1.3 Leadership of Learning Continue to embed strategies for learner participation/leadership of learning.</p> <p>1.3 Self-evaluation Ensure at least Termly SCE takes place. Involve pupils further in this process.</p>

HGIOS 4 QIs	NIF Priority
<p>2.3 Learning, Teaching and Assessment</p> <p>3.1 Wellbeing, Equality and Inclusion</p> <p>1.3 Leadership of Change</p>	<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>



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>1) The quality of learning, teaching and assessment across the school needs to be more consistent, supported by strong practice in differentiation, forward planning and robust QA procedures.</p> <p>2) We need to ensure a consistent and progress method of profiling learners' personal progress and achievements.</p>	<p>1.1) A shared understanding of high-quality learning, teaching and assessment.</p> <p>1.2) Strengthened quality assurance procedures with children continuing to take a greater role in these.</p> <p>1.3) Continue to use practitioner enquiry as a vehicle for improvement.</p> <p>2) Agreed method of profiling for P1-5 and scaling up use of National Profiling tool for P6 and P7.</p>	<p>How</p> <p>1.1) Embed new LTA policy. Continue to refer to school policies which support high-quality LTA: <i>LTA policy, differentiation toolkit, writing policy, finalise play policy, create numeracy policy as part of curriculum development.</i></p> <p>1.2) Ensure annual QA activities are included in annual calendar and prioritised. Ensure forward planning is completed as per school expectations annually and termly.</p> <p>1.3) Continue to deepen our professional knowledge of high-quality LTA, using a range of enquiry methods: <i>teaching sprints, lesson study.</i> Engagement with educational research and best practice to continue to be pivotal:</p> <ul style="list-style-type: none"> - AiFL Teachers' Charter: Formative Assessment for Learning My Learning Hub - Dundee City Council's Teaching Cycle TeachingCycle.pptx (sharepoint.com) - Rosenshine's Principles in Action: 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) and https://www.olicav.com/posters/93e68o7bmov7aoo132m09drnubo9jn - Power Up Your Pedagogy/Impact Wales: https://www.impact.wales/ - PSAs: in-service PSA Training: Differentiation - Introducing Differentiation (cloud.microsoft) - Education Scotland examples of V. Good <p>2) Agree and trial method of profiling.</p> <p>When, How and Who</p> <p>Termly working group meetings, staff meetings, CAT and QA (as per calendar. SLT, <i>teaching staff, support staff, pupils</i></p>	<p>1) Learning, teaching and assessment will be of a consistently high quality across the school, supported by strong practice in differentiation, forward planning and robust QA procedures.</p> <p>2) Learners will be able to talk about their progress over time.</p>	<p>Comparison of SCE 24-25 and 25-26</p> <p>Pupil Views about quality of lessons</p> <p>Parental Views about the quality of LTA</p> <p>Staff self-evaluation</p> <p>Strategic planning, SfL liaison and attainment tracking meetings</p> <p>Progress in raising attainment for all learners and those in key groups.</p> <p>Learner conversations</p>



Improvement Priority 2	
Priority	Ensure our curriculum is relevant and developed with all stakeholders.
Person(s) Responsible	Sonia Masson
Next Steps from Standards and Quality Report	<p>CULTURE</p> <p>1.3 Vision and Values Share our refreshed Vision and Values.</p> <p>3.1 Positive Relationships & Wellbeing Prioritise staff wellbeing and consult on team building activities.</p> <p>CROSS-CUTTING THEMES</p> <p>1.3 Metaskills Broaden the use of the Meta skills and support learners to begin to link these to possible future careers and the world of work consistently across their school experience.</p> <p>2.2 UNCRC Continue to embed children's rights work across the curriculum through IDL. Encourage learners to become involved in campaigns to promote the rights of others, locally and globally.</p> <p>2.2 Play Finalise our play policy. Reflect on attainment data in literacy – how can we raise attainment in writing and provide challenge in literacy through our play pedagogy?</p> <p>FAMILIES</p> <p>2.2. Curriculum Create and share family-friendly pathways for other curricular areas.</p> <p>2.7 Track Participation Improve tracking of family participation in consultations, and school life, to ensure there is representation from across our whole school community.</p> <p>2.7 Collaborate on Improvements Work with identified parent/carers to review our digital/e-safety policy and procedures and road safety in and around the school.</p> <p>2.7 HGIOS Survey Agree priorities for improvement with Parent Council following joint analysis of the survey.</p>

HGIOS 4 QIs	NIF Priority
1.3 Leadership of Change 2.2 Curriculum 2.7 Partnerships 3.1 Wellbeing, Equality and Inclusion	Improvement in skills and sustained, positive school-leaver destinations for all young people. 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?)
<p>1) Our vision, values and curriculum need to meet the needs of our learners, and their community now and in the future.</p> <p>2) Staff, across all teams, need to feel valued and supported by each other.</p> <p>3) More families need to be involved in driving forward school improvement and be involved in the life of the school.</p>	<p>1.1) Finalise and share our refreshed vision and values with our school community.</p> <p>1.2) Ensure metaskills, play pedagogy, sustainability (outdoor learning/global goals) and UNCRC are planned for, progressive and consistent.</p> <p>2) Staff to have opportunities to improve their wellbeing and teamwork.</p> <p>3) Have more meaningful opportunities for families to be aware of and be involved in improvements and ensure the views of families are used to guide these.</p>	<p>How</p> <p>1.1) Share proposed new vision and values with staff, pupils and families. Create family friendly visuals. Build time into house meetings for to explore these.</p> <p>1.2) Widen metaskills to IDL and outdoor learning as well as pupil groups and leadership opportunities. Plan for sustainability (global goals) and UNCRC through IDL. Finalise play policy so that P1-3 progression is clear. Work with Outdoor Classrooms to develop practice in outdoor learning.</p> <p>2) Consult staff about ways to develop and support their wellbeing and teamwork.</p> <p>3.1) Collaborate with families on established projects which matter to them: <i>road safety, e-safety and developing the school grounds (school farm)</i></p> <p>3.2) Share and use HGIOS survey data to adapt/inform school improvement plans, track participation of families more robustly and continue to create and share family-friendly pathways for families in other curricular areas.</p> <p>When, How and Who Staff meetings, PALS meetings, working group meetings, CAT and QA (as per calendar. SLT, <i>teaching staff, support staff, pupils</i></p>	<p>We will have a refreshed vision, values and curriculum rationale that is valued, meaningful and relevant for our learners and their families.</p> <p>Our learners will be motivated, able to talk about the skills they develop and know the relevance of their learning and how it links to the world of work.</p>	<p>Pupil views: pupil focus groups, consultations, surveys.</p> <p>Observations of engagement and ability to talk about skills in learner conversations and SCE.</p> <p>Staff and Parent views: surveys, professional dialogue.</p> <p>Increased number of families participating.</p>



Improvement Priority 3	
Priority	Ensure high-quality LTA in numeracy and writing leads to appropriate challenge, support and sustained improvements in attainment for all.
Person(s) Responsible	Joy Goodlet
Next Steps from Standards and Quality Report	<p>3.2 Raising Attainment Review and improve pedagogy in Maths with a focus on numeracy, problem-solving, differentiation and challenge. Scale up Talk for Writing.</p> <p>Use new pupil tracking system to track <i>achievements</i> and SfL data.</p> <p>Continue to track <i>attendance</i> of pupils below 85% and improve supports and tracking for those between 86-89%.</p> <p>3.2 Targeted Support Continue to target additional support, using PEF, for children in Q1/FME who are not on track in literacy and/or numeracy.</p> <p>2.3 Universal Ensure quality assurance of learning, teaching and assessment, using new policy. Revisit the differentiation toolkit – ensure teachers are planning for challenge as well as support as NSA in literacy would suggest this is necessary.</p>

HGIOS 4 QIs	NIF Priority
<p>2.3 Learning, Teaching & Assessment</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>



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>1) Although CfE attainment in maths is higher overall than literacy (86%), NSAs show fewer pupils achieving in higher bands than expected at P4 and at P7 when compared to national or school performance in literacy.</p> <p>2) CfE Writing attainment overall continues to be lower than Reading, L/T and Numeracy. At P1 and P4, fewer pupils achieved in expected bands for writing than for numeracy (and reading P4).</p> <p>3) Our tracking of pupils with attendance of between 86-89% needs to be more robust.</p> <p>4) Although most/majority increased, 23% of 'Superstar' pupils did not increase SWRT scores and 40% SWST.</p>	<p>1) Review pedagogy in Maths. Ensure it is in line with best practice, LTA policy, is resourced and staff have appropriate CLPL.</p> <p>2) Scale up Talk for Writing approach.</p> <p>3) Greater focus on the tracking and support of attendance of pupils between 86-89%.</p> <p>4) Continued targeted, additional support programmes, using PEF funding.</p>	<p>How</p> <p>1) Two Numeracy lead teachers identified and to attend CLPL in September. Area of maths identified to develop from NSAs and teacher views: number. CLPL for whole staff in January (in-service). Working group to be established.</p> <p>2) Literacy lead teacher identified. Working group to be established to decide how to embed 2024-25 CLPL.</p> <p>3) Continued regular tracking meetings with PSO.</p> <p>4) Additional support to planned and reviewed termly for 'Superstar' pupils.</p> <p>When, How and Who Attainment meetings, SfL liaison meetings, ASL team meetings, Attendance tracking meetings, working group meetings, CAT, in-service (as per calendar. SLT, <i>teaching staff, support staff, pupils, PSO</i></p>	<p>Learners will be challenged and engaged in their learning in literacy and numeracy.</p> <p>We will have an improved shared understanding of effective pedagogy in literacy and numeracy.</p> <p>We will reduce number of pupils below 90% attendance.</p> <p>We will improve the literacy attainment (SWRT/SWST) of more 'Superstar' pupils over time.</p>	<p>There will be a more consistent, and improved, picture of attainment in highest bands of NSA in literacy and numeracy.</p> <p>Pupil views: SCE, focus groups</p> <p>Sampling pupil work</p> <p>Attendance tracking</p> <p>Attainment tracking</p>





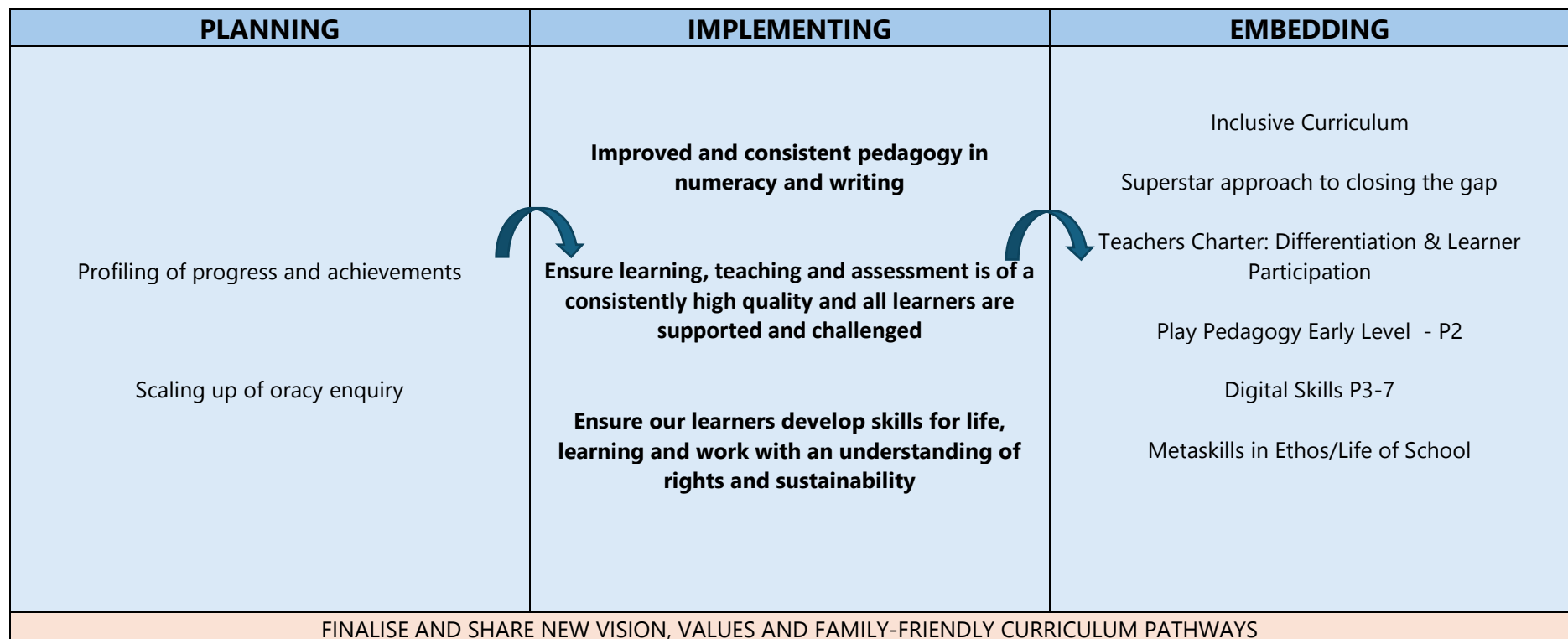
LONGSTONE PRIMARY SCHOOL IMPROVEMENT PRIORITIES 2025-2026



Ensure consistently High-Quality LTA

Develop skills for life, learning and work

Improved pedagogy in writing and numeracy



LEARNING COMMUNITY IMPROVEMENT PRIORITY: a consistent approach to high-quality learning, teaching and assessment.



LONGSTONE PRIMARY SCHOOL IMPROVEMENT PRIORITIES 20

How will we deliver on our priorities and ensure we make progress?



Ensure consistently High-Quality LTA Develop skills for life, learning and work Improved pedagogy in writing and numeracy

✚ **CLPL** (CAT, teachers' 35hrs, PSA training)

✚ **Professional Dialogue/collaboration** (attainment, planning, ASL, staff, departmental meetings)

✚ **Working Groups**

✚ **Self-evaluation calendar**

✚ **Collaborative approaches to improvement** (teaching sprints, lesson study)

Our School Improvement Methodologies

