

School Information

School/Establishment	Longstone Primary School
Head Teacher	Sonia Masson
Link QIEO	Euan Alexander

School Statement: Vision, Values & Aims, Curriculum Rationale

Our School Vision:

Longstone Primary School aims to be a place where:

'We nurture all our children, so they can thrive in their learning and contribute to their communities, now and in the future'.

Our vision is based upon five school values -

we are **kind**,
we **include everyone**
we are **creative**
we **always give our best**

THE LONGSTONE PRIMARY SCHOOL VISION

Longstone Primary School aims to be a place where:

We nurture all our children, so they can thrive in their learning and contribute to community now and in the future.



At Longstone Primary School



We are **KIND**

We **INCLUDE EVERYONE**

We are **CREATIVE**

We always **GIVE OUR BEST**

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Consult all stakeholders on Vision and Values refresh.	Finalise Vision and Values.	Launch Vision and Values
2.3	Improve Pedagogy - Differentiation Develop LTA Framework Finalise family Friendly Pathways.	Improve pedagogy in numeracy. Improve pedagogy in writing. Introduce Family Friendly Pathways in P1	Embed improved Numeracy Pedagogy. Continued improvement in writing (implement Talk4 Writing) link to feedback, target setting, learner conversations. Lesson study to improve Reading. Review Spelling programme. Family Friendly Pathways (include RSHP learning) - Share P1-P7 August 2026.
3.1	Equalities		Refresh Positive Relationships Policy.
3.2		Closing attainment gap - Not on track Q1 and /FSM learner support.	Track Progress : Training in Pupil Tracking System. Tracking achievements - P6 and P7 (Metaskills World of Work) Tracking plan (P1-5)
Additional QIs	Introduce use of Metaskills.	Broaden awareness of and application of Metaskills in learning. Develop opportunities for pupils to use and further develop Metaskills by leading pupil groups.	Embed Metaskills (Visuals and links to curriculum). Develop a Metaskills Progression for Outdoor Learning. Support Metaskills Development through Social Enterprise (CLPL).

Improvement Priority 1 2026-27

Priority	Learning Teaching and Assessment is of a consistent High Quality
Person(s) Responsible	Sonia Masson
Next Steps from Standards and Quality Report	2.3 Focus on differentiation which supports red and challenges learners appropriately. As identified by SCE and in pupil surveys, revisit the Differentiation Toolkit and ensure this is a focus for quality assurance and linked to feedback and target setting. 2.3 Ensure consistently high-quality learning and teaching Share, embed and evaluate our practice with our new LTA policy. Continue to use the LTA framework and continue to ensure pupils support quality assurance. 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 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. 1.3 Leadership of Change Continue to use our model of collaboration, scaling up and practitioner enquiry to drive improvement. Teachers to select an area of their own practice to improve reading. 1.3 Leadership of Learning Continue to embed strategies for learner participation/leadership of learning. 1.3 Self-evaluation Termly SCE takes place. Involve pupils further in this process.

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching and Assessment 3.1 Wellbeing, Equality and inclusion 1.3 Learnership of Learning	Improvement in attainment, particularly in literacy.

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?)
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. 2) We need to ensure a consistent and progress method of profiling learners' personal progress and achievements.	1.1) A shared understanding of high-quality learning, teaching and assessment. Focus on feedback, target setting and learner conversations. 1.2) Strengthened quality assurance procedures with children continuing to take a greater role in these. 1.3) Continue to use practitioner enquiry as a vehicle for improvement. (Focus on improving teaching of reading skills) Agreed method of profiling for P1-5 and scaling up use of National Profiling tool for P6 and P7.	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. (P1 staff Play / Morag Mair Numeracy)</i> 1.2) Ensure annual QA activities are included in annual calendar and prioritised. (Sonia) 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: (Sonia / Whole School Staff) - <i>AiFL Teachers' Charter: Formative Assessment for Learning My Learning Hub</i> - <i>Dundee City Council's Teaching Cycle TeachingCycle.pptx (sharepoint.com)</i> - <i>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</i> - <i>Power Up Your Pedagogy/Impact Wales: https://www.impact.wales/</i> - <i>PSAs: in-service - Teaching Phonics / CALM training</i> - <i>Education Scotland examples of V. Good</i> 3) Agree and trial method of profiling. (Whole School staff) When, How and Who Termly working group meetings, staff meetings, CAT and QA (as per calendar. SLT, <i>teaching staff, support staff, pupils</i>		Comparison of SCE 25-26 with 26-27. Pupil Views about quality of lessons. Parental Views about the quality of LTA. Staff self-evaluation. Strategic planning, Sfl liaison and attainment tracking meetings. Progress in raising attainment for all learners and those in key groups. Learner conversations.
Evaluation (January, May)				

Improvement Priority 2 2026-27

Priority	To develop a curriculum underpinned by Learning for Sustainability and developed by all stakeholders.	
Person(s) Responsible	Sonia Masson, Audrey Duff, Joy Goodlet.	
Next Steps from Standards and Quality Report	CULTURE 1.3 Vision and Values Share our refreshed Vision and Values across the whole school community. (Sonia) 3.1 Positive Relationships and Wellbeing Refresh our Positive Relationships Policy Prioritise staff wellbeing - consult on building positive relationships across the team. (Joy) CROSS CUTTING THEMES 1.3 Metaskills Broaden the use of Metaskills and support learners metacognition in relation to these, linking to possible future careers (World of Work) across school experience. (Sonia) LEARNING FOR SUSTAINABILITY - PARTNERSHIP WORKING 2.2 Curriculum Share and evaluate our family-friendly pathways (include RSHP). (Joy) Develop an OL progression to include Metaskills. (Audrey) 2.2 UNCRC Continue to embed children's rights work across the curriculum. Encourage learners to become involved in campaigns to promote the rights of others locally or globally. Work with Social Enterprise partners to broaden out their support of community groups (Charlotte). 2.2 PLAY Develop our Play Policy. Focus on raising attainment in literacy through play pedagogy? (Emma and Natalie). 2.7 Track Participation Improve tracking of family participation in consultations and school life to ensure representation across the whole school community. (Jodi consultations / Joy through Pastoral Drop-Ins) 2.7 HGIOS Agree improvement priorities for next session through joint involvement and analysis of survey outcomes.	
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?)
1) Our vision, values and curriculum need to meet the needs of our learners, and their community now and in the future. 2) Staff, across all teams, need to feel valued and supported by each other. 3) More families need to be involved in driving forward school improvement and be involved in the life of the school.	1.1) Share our refreshed vision and values with our school community. 1.2) Ensure metaskills, play pedagogy, sustainability (outdoor learning/global goals) and UNCRC are planned for, progressive and consistent. 2.1) Staff to have opportunities to improve their wellbeing and teamwork. 3.1) 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.	How 1.1) High level messaging across the school community. 1.2) Widen Metaskills to Outdoor learning, pupil groups and pupil leadership opportunities. Develop means by which Metaskills can be assessed through learning. Raise awareness of SDGs through IDL. Introduce Metaskill and SDG visuals for reflection / assessment during learning. Finalise play policy so that P1-3 progression is clear. Work with Outdoor Classrooms to develop practice in outdoor learning. Develop and OL progression linked to developing Metaskills. 2.1) Consult staff about ways to develop and support their wellbeing and teamwork. 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> 3.2) Share and use HGIOS survey data to adapt/inform school improvement plans, track participation of families more robustly and share family-friendly pathways for families in other curricular areas. When, How and Who Staff meetings, PALS meetings, working group meetings, CAT and QA (as per calendar. SLT, teaching staff, support staff, pupils	We will have a refreshed vision, values and curriculum rationale, that is understood, valued, and relevant for our learners and their families. 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. Our learners will have a better awareness of the SDGs, UNCRC, Metaskills and will be able to self-assess how well they are developing skills through OL, curriculum learning and leadership opportunities as well as supporting initiatives locally (Social Enterprise work) and globally. (Links with Rwanda Charity)	Pupil views: pupil focus groups, consultations, surveys. Observations of engagement and ability to talk about skills in learner conversations and SCE. Staff and Parent views: surveys, professional dialogue. Increased number of families participating.
Evaluation (January, May)				

Improvement Priority 3 2026-27 (if applicable)

Priority	Ensure high-quality LTA in literacy leads to appropriate challenge, support and sustained improvements in attainment for all.
Person(s) Responsible	Joy Goodlet Lisa Cosgrove PSO / PSA
Next Steps from Standards and Quality Report	3.2 Raising Attainment Sustain use of CPA in pedagogy in Maths - move focus to problem-solving, differentiation and challenge. Scale up Talk for Writing. Improve quality of LTA for reading. (Teacher Lesson Study on aspect of pedagogy that supports teaching of reading) Use new pupil tracking system to track learning (all staff trained in Pupil Tracking System) - Look at how <i>achievements</i> and SfL data can be included. Continue to track <i>attendance</i> of pupils below 85% and improve supports and tracking for those between 86-89%. 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. 2.3 Universal Ensure quality assurance of learning, teaching and assessment, using new framework. Ensure teachers are planning for challenge as well as support as NSA in literacy would suggest this is necessary.

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching & Assessment 3.2 Raising Attainment and Achievement	Closing the attainment gap between the most and least disadvantaged children and 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?)
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. 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). 3) Our tracking of pupils with attendance of between 86-89% needs to be more robust. 4) Although most/majority increased, 23% of 'Superstar' pupils did not increase SWRT scores and 40% SWST.	1) Review pedagogy in Maths. Ensure it is in line with best practice, LTA policy, is resourced and staff have appropriate CLPL. 2) Scale up Talk for Writing approach. 3) Greater focus on the tracking and support of attendance of pupils between 86-89%. 4) Continued targeted, additional support programmes, using PEF funding.	How 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. 2) Literacy lead teacher identified. Working group to be established to decide how to embed 2024-25 CLPL. 3) Continued regular tracking meetings with PSO. 4) Additional support to planned and reviewed termly for 'Superstar' pupils. 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,	Learners will be challenged and engaged in their learning in literacy and numeracy. We will have an improved shared understanding of effective pedagogy in literacy and numeracy. We will reduce number of pupils below 90% attendance. We will improve the literacy attainment (SWRT/SWST) of more 'Superstar' pupils over time.	There will be a more consistent, and improved, picture of attainment in highest bands of NSA in literacy and numeracy. Pupil views: SCE, focus groups Sampling pupil work Attendance tracking Attainment tracking

		<i>teaching staff, support staff, pupils, PSO</i>		
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Evaluation (January, May)

ELC- Improvement Plan 2026-27

Improvement Priority 1:	To continue to promote family engagement in our Setting.			
Person(s) Responsible:	Fiona Anderson (EYO PEEP) Tracy Porterfield (EYP PEEP) Siobhan Wells (EYO Equalities) and Kiran Waheed (Equalities Lead) Gill McKenzie (EYP Forest) and Pamela Wilson (EYP Forest)			
Next Steps from S&Q report:	To run PEEP sessions (August 2026 and May 2027). To continue to offer opportunities to involve families in nursery life (stay and play, sharing cultural traditions, as helper Forest Kindergarten). To continue to be involved in the inclusion work and initiatives at whole school level (Adults join school pupil groups RRS, ECO and be more involved in International Week activities).			
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
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?)
- Each year our cohort of families and children represent an exciting diversity in cultural background. - We will need to ensure that families feel able to engage effectively with the	Self-assess using <i>EAL EYs self-evaluation document</i> and <i>A Quality Improvement Framework for Early Learning and Childcare.</i> Establish PEEP sessions.	August 2026 In-service Review SQR and SIP Set up for improvement- Delegated leadership areas.	Families coming into nursery setting more frequently (PEEP, stay and play, sharing traditions, celebrations). Children with English as an additional language and Children an minority	QA observations. Parent surveys. Children's voice – floor books, observations. Children's voice - feedback.

setting. Our survey data shows that only 50% of families who responded felt included in nursery life. • To enhance our engagement with families, we will reach out to encourage active participation in nursery life. • To improve communication of information for our families where English could be a barrier. • To ensure our setting reflects the diversity of our families (signage and play resources)	Build relationships and continue reaching out to families to ask them to share cultural traditions, share in our stay and play sessions. Utilise the EAL Enrolment process / documentation. Audit multicultural resources within the nursery Audit languages/countries of new cohort – Represent them visually and in our books.	Audit (Kiran Waheed) languages / nationalities / countries (represent these in signage and displays) Fiona Anderson, Siobhan Wells and Tracy Porterfield. Prepare for PEEP session .. To run in Sept 2026? Inform families and delivery. August 2026 ALL EYPs finalise Personal Plans for keyworker children. September 2026 EYPs finalise EAL enrolment list of families –meetings with keyworker families. October 2026 Katie G and Kiran W AUDIT multicultural resources and books in nursery	groups develop strong sense of belonging, wellbeing, being valued. Improved HWB. Nursery environment reflects the community.	
Evaluations/ Progress				
January 2027	Staff individual interim PRD progress meetings.			

May 2027	Staff PRDs
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Improvement Priority 2:	To ensure we meet the needs of ALL learners focussing on skill development. (LC priority)			
Person(s) Responsible:	Sonia Masson (HT) Katie Gilmore (EYO)			
Next Steps from S&Q report:	Continuous Improvement To be part of the development of a whole school progression of Metaskills aligning with school and Learning Community priorities for this session. Self-evaluate Quality Improvement Framework for ELCC. To focus this on evaluation of next steps in learning. Do responses challenge learners effectively?			
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection.			
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?)
Enhance awareness of our refreshed Vision and Values.	High level messaging through visuals. Sharing through nursery comms (journals/HT sway).	August 2026 Sonia Masson HT/ Fiona A (EYO)/ Katie G. (EYO) Visuals in nursery. Messaging infant/nursery assemblies. Values Certificates. Share Vision and Values in all communications.	Children will know our values. Families will also become familiar with the Vision and Values.	Children surveys.
Our data suggests that EAL pupils could be experiencing a barrier to learning.	Close monitoring and tracking (DMLOs / attainment).	October 26 & March 27 HT & EYOs Attainment Tracking Meeting : DMLOs	Ensure EAL children make good progress in acquisition of language (<i>communication and relationships</i>).	Attainment meeting data. DMLOs. Stages of English Acquisition (EAL LC teacher - Katie ?)

Our attainment data compares favourably or is better than that of the previous cohort. This could be a cohort effect. To ensure we are supporting and/challenging learners effectively through our next steps.	To ensure attainment continues to improve, we would like to enhance children's awareness and development of Meta skills. To continue to maintain high standard of recording of responsive planning in floor books. When reviewing floor books we will evaluate the responsive planning and how well we support and challenge through this. Self-assess using A Quality Improvement Framework for Early Learning and Childcare. / SE Audit toolkit	Track specifically EAL learners. August 2026 All staff Staff meet with LC in Bonaly for planning session. September 2026 All staff Planning approaches to support Meta skills work. September 2026 / January 2027 / March 2027. QAssurance Playroom Observations October 2026 All staff Implementation phase Jan 2027 Data collation and analysis November 2026 and April 2027 Quality Assurance - Floor books review / support evaluation of next steps - challenge and support?	Children are able to speak about Metaskills. Children's play facilitates metaskills development. Practitioners begin to track developing metaskills.	Practitioner Enquiry (Metaskills) approach with data collection. Staff observations. Pupil conversations. Family surveys. Playroom observation data.
Evaluations/ Progress				

January 2027	
May 2027	

Improvement Priority 3:	To support children to become responsible citizens and effective contributors.			
Person(s) Responsible:	Sonia Masson (HT) / All staff			
Next Steps from S&Q report:	Offer nursery children more opportunities to participate and contribute to the wider life of the school through involvement in pupil groups e.g. JRSO, RRS, ECO etc. Staff to continue to have responsibility for leading aspects of Nursery Improvement. To involve nursery staff on whole school work in areas including equalities, equity and sustainability.			
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
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?)
To enable nursery children to participate in the wider life of the school. To build capacity within the nursery team to enable children to contribute effectively towards whole school sustainability, equalities work.	Involve nursery team along with school staff to lead pupil groups e.g. JRSO , RRS, ECO etc. Enable nursery children to get involved in work alongside the children in school / within the nursery (as supported by adults)	August 2026 - May 2027 Adults meet with school pupil groups (Teacher led). Attend weekly assemblies (whole school). October 2025-Jan 2027 Plan nursery initiatives. January 2027 Implement initiatives with nursery children. April 2027 Review progress towards outcomes.	Develop awareness, knowledge and understanding of linked curriculum outcomes in particularly HWB and Social Studies. Participate in improving an aspect of nursery life (sustainability, equalities, JRSO)	Pupil conversations. Staff PRDs. Staff Surveys. Observations / Floor book evidence.

Evaluations/ Progress				
January 2027				
May 2027				

Learning Community Information

Schools/Establishments

Head Teachers

Link QIEO

Learning Community Improvement Priority 1 2026-27

Priority

Person(s) Responsible

**Next Steps from Learning
Community Evaluations**

HGIOS 4 QIs

NIF Priority

**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?)**

Evaluation (January, May)

Learning Community Improvement Priority 2 2026-27

Priority

Person(s) Responsible

**Next Steps from Learning
Community Evaluations**

HGIOS 4 QIs

NIF Priority

**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?)**

Evaluation (January, May)