

Agile Improvement Plan **Workbook**

**Beancross Primary School and
Early Learning Class**

2025-2026



SHORT – THIS SESSION

Pillar 1

Curriculum, Learning, Teaching and Assessment

- 1
- By June 2026, 85% of observed STEM sessions will show engagement at Level 4 or above on the Leuven Scale, and all classes will deliver STEM learning at least once per term beyond themed weeks. Learners will also show increased use of meta-skills, supporting deeper engagement and transferable skills.
- 2
- To enhance learner engagement, wellbeing, and attainment through a richer expressive arts curriculum. By June 2026, children will experience high-quality learning in Music, Art & Design, and Musical Theatre, contributing to increased confidence, creativity, and communication. This approach will support improved outcomes in literacy and wellbeing, particularly for children requiring additional support or those facing barriers to learning.
- 3
- Intended Outcome
- 4
- Intended Outcome
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- Intended Outcome
- 6
- Intended Outcome

Pillar 2

Culture, Ethos, Relationships, Equality and Inclusion

- 1
- To create a more positive and purposeful playground experience through planned activities and improved resources. By June 2026, the number of negative behaviour referrals from the playground to SLT will reduce, pupil surveys will show improved wellbeing during breaktimes, and staff will demonstrate shared responsibility for addressing playground issues.
- 2
- To create a consistent, relationship-based approach to promoting positive behaviour across the school. By June 2026, all staff will implement shared language and restorative practices, referrals for repeated behaviours will reduce, and pupils and families will report improved confidence in how relationships and behaviour are supported.
- 3
- To strengthen inclusive practice for Stage 3 learners through clear planning, collaborative working, and tailored support. By June 2026, all Stage 3 learners will have high-quality, individualised plans aligned with GIRFEC and Staged Intervention, staff will receive targeted training to build capacity, and learners will show improved wellbeing, participation, and progress across both mainstream and enhanced support settings.
- 4
- Intended Outcome
- 5
- Intended Outcome
- 6
- Intended Outcome

Pillar 3

Improving Outcomes

- 1
- To significantly narrow the poverty-related attainment gap in literacy across Early and First Level, where the gap is currently widest. By June 2026, the percentage of children from Quintile 1, those in receipt of Free School Meals, and those who are care experienced or of refugee status achieving expected levels in P1 and P4 will increase towards 80%.
- 2
- To strengthen parental engagement with children's learning across the nursery and primary stages, with a specific focus on literacy. By June 2026, families will be more confident in supporting learning at home, particularly in reading, spelling, phonics and writing. Attendance at targeted workshops will increase, and children will show improved engagement and progress where home-school learning links are strong.
- 3
- Intended Outcome
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- Intended Outcome

School Improvement Priorities - Medium

MEDIUM – NEXT 2 TO 3 YEARS

Pillar 1

Curriculum, Learning, Teaching and Assessment

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Pillar 2

Culture, Ethos, Relationships, Equality and Inclusion

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Pillar 3

Improving Outcomes

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Impact

Q1 – What impact do we want to have?

By June 2026, 85% of observed STEM sessions will show engagement at Level 4 or above on the Leuven Scale, and all classes will deliver STEM learning at least once per term beyond themed weeks. Learners will also show increased use of meta-skills, supporting deeper engagement and transferable skills.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Limited budget and resources restrict hands-on STEM learning.
- Not all classes extend STEM learning beyond focus weeks, leading to inconsistency in provision.
- No baseline or consistent data has been gathered on pupil engagement or frequency of STEM learning.
- Difficulties finding enough time in the curriculum for in-depth STEM skill development.
- Gaps in how consistently transferable skills (e.g. problem-solving, collaboration) are developed through STEM.
- No shared framework in place yet for identifying and tracking transferable skills.
- Some families find it difficult to support STEM learning at home.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Explore low-cost or shared resource models to increase access to hands-on STEM experiences across all classes.
- Introduce light-touch monitoring of planning to encourage and track STEM learning beyond focus weeks.
- Gather baseline data on pupil engagement (e.g. using the Leuven Scale) and the frequency of classroom STEM experiences.
- Review timetables or use flexible blocks to create protected time for deeper STEM skill development.
- Embed a more consistent focus on transferable skills during STEM tasks through planning prompts or pupil reflection.
- Adopt meta-skills as a whole-school framework for developing and tracking transferable skills in STEM and beyond.
- Strengthen home-school links by sharing simple, practical STEM ideas that families can try together.
- Offer targeted professional learning to build confidence, knowledge and consistency in high-quality STEM teaching.

Evidence

Q4 – How would we judge whether or not we have been successful?

- Planning and tracking documents showing increased frequency of STEM beyond focus weeks
- Observations using the Leuven Scale to measure pupil engagement in STEM activities
- Pupil reflections and voice (e.g. learning logs, exit slips, class discussions) highlighting development of meta-skills
- Teacher self-assessments or feedback on confidence and planning of STEM
- Professional dialogue or moderation discussions focused on skill development
- Class timetables or curriculum maps indicating protected time for STEM
- Audit of transferable skills/meta-skills language used in classrooms
- Parent/carer feedback on home engagement with STEM (e.g. through simple surveys or informal conversations)

Impact

Q1 – What impact do we want to have?

To enhance learner engagement, wellbeing, and attainment through a richer expressive arts curriculum. By June 2026, children will experience high-quality learning in Music, Art & Design, and Musical Theatre, contributing to increased confidence, creativity, and communication. This approach will support improved outcomes in literacy and wellbeing, particularly for children requiring additional support or those facing barriers to learning.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- There is limited evidence of progression in Art & Design across stages.
- Drama and Musical Theatre are not currently part of planned expressive arts provision. This limits opportunities for learners to develop creativity, confidence, and communication in a progressive and coherent way.
- Expressive arts are underused as a driver for improving outcomes, despite strong research supporting their impact on literacy, wellbeing, and engagement.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Introduce a consistent, progressive programme in Art & Design delivered weekly by a teacher with Art specialism.
- Establish Musical Theatre as a core part of expressive arts provision, developing skills in drama, movement, and performance
- Ensure all expressive arts sessions are planned with clear progression pathways and links to the Experiences and Outcomes
- Reframe STEM as **STEAM**, embedding the arts across science, technology, engineering and maths to promote creativity, collaboration and innovation
- Use expressive arts and STEAM contexts to support literacy, oracy, confidence and interdisciplinary learning
- Monitor pupil engagement and confidence through reflection, performance opportunities, and teacher observations
- Provide opportunities for all learners to showcase expressive arts learning, enhancing pride, motivation and participation
- Offer professional learning for staff to build confidence in delivering and supporting expressive arts and STEAM learning
- Strengthen links to Developing the Young Workforce by raising awareness of creative industries and pathways in the arts

Evidence

Q4 – How would we judge whether or not we have been successful?

- Learners show progression in expressive arts through tracked skills, annotated work, performances, and pupil reflection
- Pupil voice indicates increased confidence, creativity, and enjoyment in Art & Design, Music, and Musical Theatre
- Classroom observations and planning show expressive arts being used to support literacy, communication, and interdisciplinary learning
- Staff feedback and professional learning records reflect improved confidence and understanding of expressive arts and STEAM delivery
- Increased visibility of STEAM across the curriculum, with learners applying creativity and problem-solving in meaningful contexts
- Participation in expressive arts sessions is consistently high, particularly among learners who require support with engagement or confidence
- Links to DYW are evident through classroom discussion, project work, and pupil awareness of creative industries

Impact

Q1 – What impact do we want to have?

To create a more positive and purposeful playground experience through planned activities and improved resources. By June 2026, the number of negative behaviour referrals from the playground to SLT will reduce, pupil surveys will show improved wellbeing during breaktimes, and staff will demonstrate shared responsibility for addressing playground issues.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Lack of organised games or structured activities during breaktimes
- Playground toys and equipment are worn out and need replaced
- No consistent or shared language among staff for resolving playground incidents
- Playground Friends programme not yet embedded or consistently implemented
- Limited pupil voice input into improving the playground experience
- Some parental advice (e.g. encouraging children to retaliate) escalates conflict and undermines restorative approaches
- Some teachers do not see playground issues as part of their responsibility, leading to disconnect between classroom and playground behaviour support

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Introduce a rota of structured games and activities led by staff or Playground Friends
- Replace and restock playground equipment with clear expectations for use and care
- Develop and implement a shared language and approach for resolving playground issues across all staff
- Relaunch and embed the Playground Friends programme with training and regular check-ins
- Strengthen links with the Pupil Council to gather ideas and feedback on improving playground experience
- Share clear guidance with parents on how we promote positive behaviour and resolve conflict
- Clarify teacher responsibility for supporting playground-related behaviour and strengthen follow-up processes
- Provide targeted support and professional learning for Support for Learning Assistants linked to playground practice

Evidence

Q4 – How would we judge whether or not we have been successful?

- Reduction in the number of negative behaviour referrals from the playground to SLT
- Pupil surveys or wellbeing check-ins show improved feelings of safety and happiness during breaktimes
- Increased number of classes or zones with access to organised games or structured activities
- Monitoring shows consistent use of shared language and restorative approaches by staff
- Playground Friends are active, visible, and supported in their roles
- Pupil Council minutes or feedback show influence over playground improvements
- Parental feedback reflects increased understanding of the school's behaviour approach
- Staff surveys or professional dialogue reflect improved sense of shared responsibility for behaviour beyond the classroom

Clarify Canvas • Pillar 2, Short 2, Relationships Policy

Impact

Q1 – What impact do we want to have?

To create a consistent, relationship-based approach to promoting positive behaviour across the school. By June 2026, all staff will implement shared language and restorative practices, referrals for repeated behaviours will reduce, and pupils and families will report improved confidence in how relationships and behaviour are supported.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- No current Relationships Policy in place to guide consistent approaches across the school
- Inconsistent use of language, strategies and expectations when responding to behaviour
- Staff confidence in using restorative approaches effectively
- Behaviour referrals are often repeated for the same children without clear follow-up strategies
- Support for Learning Assistants not always included in whole-school relational practice
- Pupil voice not currently embedded in shaping behaviour systems or responses
- Parental responses to behaviour can conflict with the school's values and restorative approach
- Lack of clarity around the roles and responsibilities of all adults in supporting positive relationships

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Develop a school Relationships Policy rooted in relational and restorative principles
- Establish a shared language and set of expectations for all staff when responding to behaviour
- Provide professional learning for staff on relational approaches and restorative practice
- Embed the use of SHANARRI indicators and wellbeing conversations into daily interactions
- Create clear systems for recording, tracking and responding to repeated behaviour incidents
- Involve Support for Learning Assistants in all behaviour-related training and planning
- Actively involve learners in co-creating behaviour expectations and relational charters
- Strengthen partnerships with families to promote consistent, restorative responses at home and in school
- Clarify roles and responsibilities of all staff in supporting positive relationships across all settings (classroom, playground, corridors, etc.)

Evidence

Q4 – How would we judge whether or not we have been successful?

- All staff consistently using agreed relational language and restorative approaches
- Reduction in repeated behaviour referrals logged through tracking systems
- Pupil surveys and focus groups show increased sense of safety, respect and belonging
- Staff surveys or professional dialogue reflect increased confidence in relational practice
- Families report improved understanding and confidence in the school's approach to behaviour
- Support for Learning Assistants report feeling more included and supported in behaviour management
- Policy is co-created, published and actively used as a reference point in professional conversations
- Wellbeing indicators (e.g. SHANARRI) used meaningfully in classroom dialogue and behaviour support
- Observations and learning walks show consistent relational responses across all school settings

Impact

Q1 – What impact do we want to have?

To strengthen inclusive practice for Stage 3 learners through clear planning, collaborative working, and tailored support. By June 2026, all Stage 3 learners will have high-quality, individualised plans aligned with GIRFEC and Staged Intervention, staff will receive targeted training to build capacity, and learners will show improved wellbeing, participation, and progress across both mainstream and enhanced support settings.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Increasing complexity of need among Stage 3 learners places significant pressure on available staffing and support capacity
- Targets and strategies within some individual plans are not always specific or consistent, particularly for children with significant SEBN
- Staff require further training to confidently support neurodivergent learners and those with developmental and emotional needs
- Approaches to support can vary across teams, leading to inconsistency in response and planning
- Multi-agency collaboration is not always timely or well-coordinated, leading to gaps in shared responsibility
- Communication between mainstream and enhanced support staff requires ongoing development to ensure clarity and continuity for learners

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Review and refine child's plans to ensure targets are specific, measurable, and clearly linked to GIRFEC.
- Develop consistent approaches for managing SEBN through agreed strategies, de-escalation plans, and communication systems
- Provide targeted professional learning for staff supporting Stage 3 learners, including neurodiversity and trauma-informed practice
- Strengthen communication and joint planning between class teachers and enhanced support staff to ensure shared understanding of learner needs
- Establish clearer support protocols with partner agencies to promote timely, collaborative interventions
- Monitor use and effectiveness of enhanced support spaces (The Nest and The Treehouse) to inform planning and allocation
- Regular multi-agency review of complex cases to ensure shared responsibility and next steps

Evidence

Q4 – How would we judge whether or not we have been successful?

- All Stage 3 learners have clear, up-to-date plans with SMART targets aligned to Staged Intervention and GIRFEC
- Classroom observations and support reviews show consistent use of agreed strategies across settings
- Staff feedback indicates increased confidence in supporting neurodivergent learners and children with SEBN
- Reduction in crisis incidents or reactive interventions recorded in pastoral notes or behaviour logs
- Improved learner wellbeing and participation, captured through pupil voice tools and wellbeing check-ins
- Increased involvement and responsiveness from external agencies, evidenced through planning meetings and follow-up actions
- Communication logs and planning records reflect strengthened collaboration between mainstream and enhanced support staff
- Termly reviews of The Nest and The Treehouse show positive learner outcomes and effective use of resources

Clarify Canvas • Pillar 3, Short 1,

Improving Outcomes

Impact

Q1 – What impact do we want to have?

To significantly narrow the poverty-related attainment gap in literacy across Early and First Level, where the gap is currently widest. By June 2026, the percentage of children from Quintile 1, those in receipt of Free School Meals, and those who are care experienced or of refugee status achieving expected levels in P1 and P4 will increase towards 80%.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Attainment data shows the widest equity gaps in literacy at Early (P1) and First Level (P4), particularly for children in Quintile 1, those in receipt of Free School Meals, and those who are care experienced
- While some narrowing of the gap is evident by P7, this is not consistent or sustained across earlier stages
- Current targeted support lacks consistent tracking, coordination, and follow-up to ensure impact for the most vulnerable learners
- Teaching staff work hard to meet learner needs, but there is a need for increased focus on equity groups when planning, teaching, and assessing
- Without earlier, more joined-up intervention, the attainment gap may persist and become more difficult to address by Second Level

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Appoint a Principal Teacher (Improving Outcomes) to lead on planning, assessment, and tracking for identified equity groups
- Provide direct support for learners at risk of underachievement through targeted interventions led or coordinated by the Principal Teacher
- Support class teachers to regularly assess progress and plan next steps for children in Quintile 1, in receipt of Free School Meals, care experienced, or of refugee status
- Improve the rate of progress for children who are off track and receiving Additional Support by ensuring tailored interventions are monitored and adjusted
- Strengthen family engagement to build understanding of how best to support learning at home and maintain regular dialogue around progress
- Use attainment data more systematically to identify gaps early, track interventions, and review impact over time

Evidence

Q4 – How would we judge whether or not we have been successful?

- Attainment data shows improved outcomes in literacy at Early and First Level for children in Quintile 1, those receiving Free School Meals, care experienced, or of refugee status
- Increased percentage of identified children achieving expected levels, moving towards the 80% target by June 2026
- Tracking meetings and planning documents show regular assessment and targeted next steps for equity groups
- Records of interventions demonstrate impact on individual learner progress, particularly for those receiving Additional Support
- Pupil voice reflects increased confidence, engagement and understanding of their own next steps
- Parental engagement activities show increased participation and understanding of how to support learning
- Professional dialogue and teacher reflections indicate improved focus on equity groups in planning and assessment
- Monitoring by the Principal Teacher shows more consistent use of data to inform support across all stages

Clarify Canvas • Pillar 3, Short 2,

Parental Engagement

Impact

Q1 – What impact do we want to have?

To strengthen parental engagement with children's learning across the nursery and primary stages, with a specific focus on literacy. By June 2026, families will be more confident in supporting learning at home, particularly in reading, spelling, phonics and writing. Attendance at targeted workshops will increase, and children will show improved engagement and progress where home-school learning links are strong.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Parental engagement with learning is variable, with some events well attended and others less so across the school year
- While nursery Stay and Play sessions are well received, similar engagement opportunities are not consistently offered across the primary stages
- We do not yet have a clear understanding of how parents would prefer to engage with their children's learning at home
- Parents may not be fully aware of the approaches we use to teach reading, phonics, spelling and writing, which can make home support more challenging
- The potential impact of homework on attainment and achievement is not currently a shared focus between home and school
- We need to strengthen the link between home and school learning by offering more regular, accessible ways for families to connect with classroom practice

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Gather parent and carer views to better understand how families would like to be engaged in their child's learning
- Offer regular, stage-appropriate workshops across the school year focused on how we teach reading, phonics, spelling, and writing
- Provide practical, accessible guidance to support homework and learning at home, including online and take-home materials
- Re-establish and promote the role of homework as a tool for reinforcing learning and raising attainment
- Extend successful engagement approaches from nursery (e.g. Stay and Play) into the early primary stages
- Track attendance and feedback from parental engagement activities to ensure relevance, accessibility, and impact
- Develop a calendar of parental engagement opportunities that balances school-led and parent-led involvement

Evidence

Q4 – How would we judge whether or not we have been successful?

- Increased attendance at parental workshops and learning events across all stages
- Feedback from families shows greater understanding of school approaches to reading, phonics, spelling, and writing
- Parent and carer surveys provide insight into preferred engagement methods and confidence in supporting learning at home
- Homework completion rates and quality improve, particularly in literacy tasks
- Pupil progress data shows improvement where families are actively engaged in supporting learning
- Staff feedback reflects improved partnership working with families and more consistent approaches to home learning
- Positive changes in attitudes toward homework and learning at home reported by both children and parents

Rapid Action Plan • Pillar x, Short x

Q1. Deliverables What are the next most important deliverables?	Q2. Responsibility Who will take the lead? Who else will be involved?	Q3. Timeline What is the timeframe for delivery?	Q4. Resources What resources, time or support will be needed?	Q5. Barriers What could get in the way of successful completion? How will we work to minimise this impact?

Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?