BEANCROSS PRIMARY SCHOOL & ELC

68% Quintile 1 & 2

91% Attendance

38% Clothing Grant



32% Free School Meals

36% ASN

5% Care Experienced

STANDARDS & QUALITY

OUR IMPROVEMENT FOCUS 2025-2026

PRIORITY 1 STEM

We identified STEM as an area requiring deeper integration to embed it meaningfully within ongoing interdisciplinary learning experiences.

STEM Development - In the background

We built strong foundations by creating detailed curriculum planners linking STEM to exciting topics like Healthy Eating and Christmas, ready to be implemented in Session 2026-2027.

This foundation work ensures we are in a position for STEM opportunities to become increasingly visible and embedded within classroom environments next year.



IMPACT





We will introduce a 'Young STEM Leaders' programme to foster peer-led learning, link Meta Skills and dedicate time for teachers to share effective practices and showcases for parents. .

PRIORITY 2 The Arts

Our goal was to broaden horizons, support achievement in other curricular areas, and promote engagement in literacy and numeracy.



We embedded Musical Theatre, offered hands-on backstage roles in stage design and lighting, and provided a dedicated Art teacher for all classes.

78%

95%

The arts served as a fantastic creative "hook" for learning. 95.8% of parents agreed arts activities improved their child's confidence in speaking and reading, and 78.2% noted improved engagement with numeracy.



We will provide year-round planners linking the arts to core subjects and build lasting partnerships with external partners to further promote achievement within the arts, creating clear links to transferable meta-skills.



PRIORITY 3 Enhanced Support

We aimed to strengthen the enhanced support we offer to learners by ensuring support plans and day-to-day practice are consistent across the school. We made sure support plans were clear, measurable, and aligned with GIRFEC. Staff worked together to share information and use tools like the 'Zones of Regulation'.

IMPACT

Staff confidence has grown, particularly in supporting neurodivergent learners. We are seeing better engagement, increased participation, and wonderful improvements in wellbeing.





We are advancing our improvement work to ensure consistency in approaches across mainstream and enhanced support settings. Key initiatives include:

- Developing an ASN network for staff collaboration and shared understanding.
- Applying the CIRCLE framework in both settings to enhance inclusive practices.
- Targeting staff training to ensure relevance and effectiveness.
- Integrating life skills into learning consistently across all provisions.
- Regularly reviewing support plans for clear and high-quality targets.
- Strengthening collaborative planning and communication.
- Supporting learners with complex needs through ongoing multi-agency reviews.

PRIORITY 4 Relationships



Our priority was to foster an engaging, safe environment and promote respectful relationships across the school community by establishing clear expectations and restorative approaches.





We developed a whole-school Relationships Policy, established clear playground rules and created restorative conversation scripts for staff. We also invested in diverse play equipment, introduced 'Playground Friends', and shared a helpful video explaining the difference between bullying and disagreements.



We have achieved a much calmer, safer, and predictable environment with fewer behaviour referrals and negative incidents during breaks. Our relationships policy is agreed by our learning community and ready for full implementation in Session 2026-2027.



We will formally launch our Relationships Policy and embed it within our daily routines. We will also provide ongoing coaching for our 'Playground Friends' and monitor our new play resources and restorative scripts to ensure continued success.



PRIORITY 5 Parental Engagement

We recognise that strong home-school partnerships have a direct and positive impact on our children's confidence, motivation, and progress.

We surveyed families to understand your views on homework and how you prefer to engage with the school. You told us you preferred online guides or videos over formal workshops, and you asked for more fun, informal family activities. In response, we met with teachers to revise our homework expectations and developed new learning guides that will go live for the 2026-2027 session. We also hosted fantastic community events, including the Easter Walk, Beanie's Bingo, and the Beanie Cup!



Our informal events created a wonderfully warm atmosphere, and the children felt incredibly proud seeing their families get involved. By directly acting on your feedback, we have ensured that our revised homework expectations and upcoming online guides will give you the exact practical support you requested to feel confident helping at home.

Next session, we will provide even more regular opportunities for you to engage with your child's learning. We will introduce class showcases and host an earlier Parents' Night so you can meet the teacher at the very start of the year and share important information. We will also establish a new Pupil Leadership Group so the children can choose our future family events!

PRIORITY 6 Improving Outcomes

We implemented a strategic framework designed to narrow the poverty-related attainment gap through highly responsive, data-driven support.

By looking closely at our assessments alongside teacher feedback, we created bespoke Individual Attainment Action Plans (IAAPs) to give extra, targeted support.

We achieved fantastic progress! P4 reading jumped by 17.78% and writing by 18.87%, while P7 writing improved by 16.37%. We also saw steady, upward trends in numeracy at every stage.



Next session, we'll continue to track our learners. Our key focus will be on improving attendance and late coming .











AMBITION – MOTIVATION – NURTURE – RESPECT



2026-2021

As we prepare for the 2026–2027 session, our improvement efforts will focus on three key priorities:

- High-Quality Learning, Teaching & Assessment: Establishing a consistent visual framework for all core lessons to make learning visible. We will embed higher-order questioning, increase learner choice, and trial termly 'Snap Shot Jotters' to transform reporting into an ongoing family dialogue.
- Meta-Skills, STEM, DYW & Ethos: Adopting the SDS Meta Skills model to equip learners with essential meta-skills, applied practically through STEM focus weeks and linked to future career pathways. We will also continue to embed our restorative culture and positive play spaces.
- Improving Outcomes & Engagement: Enhancing attendance and reducing latecoming through dedicated family support, an engaging extracurricular programme, and a welcoming 'Magic Breakfast' provision. We will also boost parental engagement via earlier meetings, informal class showcases, and practical online guides.

These priorities aim to build on this year's achievements and create a cohesive improvement agenda for our school community.

BEANCROSS EARLY LEARNING CLASS

STANDARDS & QUALITY

OUR IMPROVEMENT FOCUS 2025-2026

Our Early Learning Class Improvement Priorities were closely aligned with Beancross Primary School's improvement pillars.

Our Context

We are a 64 setting, Early Learning Class within Beancross Primary School.

- 16% of our children have Additional Support Needs
- 9% children require support with social, emtional and behavioural needs
- 17% of our children and families live within SIMD Quintile 1
- 6% of children are registered as English as an Additional Language

To support our children we maintain strong partnerships with families and supporting professionals including Health Visitors and our Speech and Language Link Therapist.





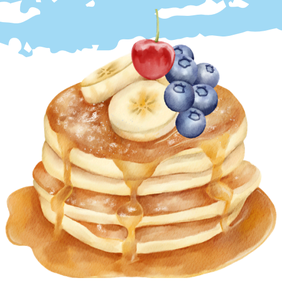
STEM - Numeracy Focus

This session, we focused on developing STEM, with a particular emphasis on numeracy and mathematics. To support children's learning at home, we introduced Numeracy Bags which contained a variety of resources and activities designed to promote number recognition, counting, problem-solving and mathematical thinking through play. Children and families engaged positively with these resources, helping to strengthen links between home and nursery learning.



In addition to numeracy, children explored a wide range of STEM experiences through our everyday provision. Opportunities for learning were provided through woodwork, cooking activities, outdoor learning and practical investigations, all of which encouraged curiosity, creativity, problem-solving and critical thinking skills.







Relationships & Enhanced Support

Throughout the year, we worked collaboratively with Speech and Language Therapy colleagues to strengthen our understanding of how to effectively support children at universal, targeted and Stage 3 intervention levels. This partnership enhanced staff knowledge and confidence in meeting children's communication and language needs.



A key focus this session was building and maintaining positive relationships with all families, including those who can sometimes be harder to reach. We achieved this through a range of informal family engagement opportunities, including regular Family Breakfasts and open-door events within our setting. These sessions were very well attended and provided valuable opportunities for staff and families to get to know one another, build trust and develop positive, supportive relationships that benefit children's learning and wellbeing.



Improving Outcomes

Our improvement work this session focused on increasing parental engagement and strengthening family learning opportunities. One of our most successful events was our Family Christmas Market. We organised and hosted a festive evening for all families, creating a magical experience for children and parents alike. Feedback from families was overwhelmingly positive, with many expressing appreciation for an accessible and inclusive event that provided festive experiences they may otherwise have struggled to access due to financial pressures, transport limitations or family circumstances.

We also delivered regular PEEP sessions which enabled children and families to learn together. Families participated in cooking activities and were introduced to healthy, affordable and easy-to-make meals that they could recreate at home, further supporting family learning and wellbeing.











Looking Foward 2026-2027

Next session, we will continue to prioritise parental engagement and family learning opportunities, building on the strong relationships established this year. We also plan to further develop our outdoor provision to enhance learning and attainment across literacy, numeracy and STEM, ensuring children continue to benefit from rich, engaging and meaningful learning experiences both indoors and outdoors.






AMBITION - MOTIVATION - NURTURE - RESPECT