



# Channelkirk, Gordon and Westruther Schools Improvement Plan (incorporating the Cluster plan)

2025-26



# INTRODUCTION - School Improvement Planning 2025/26

This document outlines our identified priorities for Session 2025/26, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2024/25. For more information on our performance, see our School Improvement Report June 2025.



# Areas for Improvement 2025-26

Based on school, local and national priorities

Cluster actions School actions

	Improve / New ↓ Think key priority Action plans needed for these	Consolidating / Continue ↓ Think 'embed, expand' Building on previous activity	Explore / Understand ↓ Think 'questions, wicked issues' May be key priorities next session
<b>Learning, teaching, assessment</b>	Cluster Learning, Teaching and Assessment Toolkit	Embed Tracking and Monitoring for Literacy and Numeracy	
<b>Inclusive practices</b>	Attendance and Engagement Intervention for targeted families (SEF) Team Around Cluster: Family Learning Offer	Embed use of the CIRCLE document to improve Universal inclusive practises Circle Inclusive Classroom Scale  Embed the use of the Circle Participation Scale to support Targeted Inclusive Practices (individual children) and create Wellbeing Passports.  Continue to embed the use of Zones of Regulation in classroom practice.	Explore 'My World of Work' Profiling Tool  Explore Personalised Support tracker to monitor supports which individual children access.
<b>Curriculum</b>	Implement SBCWay Writing methodology  Implement #SBC Way Reading  Begin tracking skills development using key 'Meta-skills'	Embed Outdoor Learning Framework	Explore #SBCWay Oracy  Consider current IDL 3 yr rolling programmes & #SBCWay STEM  Enhanced curricular transition opportunities

<p><b>Leadership</b></p>		<p>PSA Development Programme based on universal and targeted needs</p> <p>Partnership working (TAC &amp; CAG) leading to improved universal and targeted intervention</p> <p>Develop approaches to effective Pupil Leadership across all 3 schools to ensure Pupil Voice – including the UNCRC accreditation status across all 3 schools.</p> <p>Channelkirk and Gordon ELC – continue to develop leadership and approaches to self-evaluation at all levels</p> <p>Develop new ELC – P1 class model at Channelkirk</p>	<p>Explore how to meaningfully involve pupils/ parents/stakeholders in SIP planning and evaluation?</p> <p>Explore how we raise the profile of the Earlston cluster</p>
<p><b>Early Learning &amp; Childcare</b></p>		<p>Gordon and CK ELC – Continue to improve learning environments, planning and consistent approaches to tracking attainment.</p>	

# Action plan 1: Cluster Learning Teaching and Assessment Toolkit

<b>Intended outcome:</b>  <b>By September 2025, 100% of cluster primary schools will be using the Earlston Cluster Toolkit as a basis for evaluating and developing Learning, Teaching and Assessment.</b>			<b>NIF link: 3, 4, 6</b>
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<ul style="list-style-type: none"> <li>Self-evaluation data highlights a <b>lack of consistent understanding</b> across our cluster of what constitutes high-quality learning, teaching, and assessment.</li> <li>Schools currently use <b>varying measures to evaluate</b> these areas, resulting in inconsistencies that hinder our ability to design and deliver meaningful, collaborative cluster-wide professional learning.</li> <li>Without a shared framework and common language, we <b>cannot accurately identify strengths, target areas for improvement, or support</b> each other effectively in improving practice.</li> </ul>	<p><b>Agree a Cluster Learning, Teaching and Assessment Toolkit</b> outlining key elements of high-quality learning (KW, JW &amp; RG by September 2025).</p> <p><b>Establish shared measures</b> for evaluating learning, teaching, and assessment across the cluster, including:</p> <ul style="list-style-type: none"> <li>Staff self-evaluation</li> <li>Pupil evaluation</li> <li>Classroom observation (KW, JW &amp; RG by end of September 2025)</li> </ul> <p><b>Allocate time at CAT sessions</b> (by mid-October) within each school to:</p> <ul style="list-style-type: none"> <li>Share the updated toolkit</li> <li>Review success measures</li> <li>Outline internal processes for implementation</li> </ul> <p><b>Develop a cluster guidance document</b> detailing evaluation timescales and processes to support consistency (KW, JW &amp; RG by December 2025).</p> <p><b>Explore and plan high-quality cluster professional learning</b> opportunities informed by toolkit data (KW, JW &amp; RG by April 2026).</p>	<p><b>Toolkit Implementation:</b> 100% of primary schools in the cluster are actively using the agreed LTA Toolkit by December 2025.</p> <p><b>Quality Assurance Evidence:</b>          Classroom observations demonstrate increased alignment with the high-quality learning indicators outlined in the toolkit.</p> <p>Through staff surveys in May 2026, almost all staff indicate improved understanding of strengths and development needs in relation to learning, teaching and assessment.</p> <p>Through professional discussion at cluster HT meetings, senior leaders report a clearer and more consistent evidence base for evaluating learning and teaching quality.</p> <p><b>Impact on Pupils:</b> Comparisons of pupil evaluations over course of academic session show improved perceptions of learning experiences.</p>	October:  December:  February:  April:

# Action plan 2: Team Around the Cluster: Family Learning Offer

<p><b>Intended outcome: By June 2026 a cluster calendar of family learning opportunities will have been created and shared with families. A minimum of two family learning opportunities will have been offered across the cluster.</b></p>			<p><b>NIF link: 2, 5, 7</b></p>
<p>Why is this a priority? What does self-evaluation data show?</p>	<p>What changes will we make that will lead to improvement?</p>	<p>How will we know improvement has occurred? Outcome / Process / Balance</p>	<p>What progress has been made? (Update at least half-termly)</p>
<p>• <b>Identified Area for Development: Family Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Current Gap:</b> There are limited family learning opportunities available across the cluster.</li> <li>• <b>Evidence:</b> Annual SBC data returns highlight the need for further development in this area.</li> <li>• <b>Access Issues:</b> Families within the cluster have restricted access to support services, creating barriers to engagement and sustained learning.</li> <li>• <b>Needs Assessment:</b> Specific family needs have been identified through engagement with cluster partners and direct family feedback, gathered during the June 2025 cluster-wide survey.</li> </ul>	<p><b>Identify Opportunities</b></p> <ul style="list-style-type: none"> <li>• Audit current provision and consult with families and staff to develop learning opportunities for ages 2–18.</li> </ul> <p><b>Create &amp; Share a Family Learning Calendar</b></p> <ul style="list-style-type: none"> <li>• Develop a cluster-wide calendar of in-person and virtual sessions.</li> </ul> <p><b>Staff, Partners &amp; Logistics</b></p> <ul style="list-style-type: none"> <li>• Identify key staff and external partners (e.g., CLD, health, third sector).</li> <li>• Plan for venues, virtual platforms, and scheduling.</li> </ul> <p><b>Deliver Sessions</b></p> <ul style="list-style-type: none"> <li>• Launch and run family learning activities across schools, ensuring age-appropriate and inclusive content.</li> </ul> <p><b>Evaluate &amp; Adapt</b></p>	<p><b>Attendance Tracking</b></p> <ul style="list-style-type: none"> <li>• Keep a <b>record of all family learning sessions delivered.</b></li> <li>• Track <b>which families attended</b> (by school, age group, and target group where appropriate).</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Gather <b>parent/family feedback</b> after each session (e.g., short surveys or verbal comments).</li> <li>• Focus on <b>perceived impact on children’s learning, confidence, and engagement.</b></li> <li>• Collect <b>staff and partner feedback</b> at regular intervals (e.g., UP/MAC meetings).</li> <li>• Issue <b>follow-up surveys</b> approximately <b>six months later</b> to assess longer-term impact on family engagement and pupil progress.</li> </ul> <p><b>Uptake Monitoring</b></p> <ul style="list-style-type: none"> <li>• Monitor <b>uptake and participation rates</b> closely.</li> <li>• Identify barriers to engagement (e.g., time, transport, confidence) and <b>adapt delivery models</b> as needed (e.g., virtual options, childminding support).</li> </ul>	<p><b>October 2025:</b> <i>Cluster-wide calendar of family learning opportunities created.</i></p> <p><b>December 2025:</b> <i>Calendar shared with families; initial interest and sign-ups collected.</i></p> <p><b>February 2026:</b> <i>Family learning sessions begin across the cluster.</i></p> <p><b>April 2026:</b> <i>Sessions continue; ongoing delivery and engagement.</i></p> <p><b>May–June 2026:</b> <i>Feedback and evaluation gathered from families, staff, and partners to measure impact and inform next steps.</i></p>

	<ul style="list-style-type: none"><li>• Collect feedback and data to review impact and inform future planning</li></ul>		
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# Action plan 3: Implement SBCWay Writing Methodology

Intended outcome: To improve overall writing attainment within cluster to 80% of children on track (or above) by June 2026.			NIF link: 3, 4, 6
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	How will we know improvement has occurred? Outcome / Process / Balance	What progress has been made? (Update at least half -termly)
<p>Data tells us that writing is a significant challenge within our cluster, with <b>77.8% of learners being on track</b> in learning.</p> <p>Despite delivery of 'SBCWay Writing' professional learning last session, there has been <b>limited impact on teaching and learning.</b></p> <p>There is a <b>need for consistent understanding and delivery</b> within the cluster for implementing writing curriculum and making judgements regarding pupil learning.</p>	<p><b>Implementation of QI Tools to support Tools for Writing</b> By <b>September 2025</b>, all teachers will be introduced to CYPIC's QI tools to identify barriers, analyse progress, and refine strategies to improve writing outcomes.</p> <p>Throughout <b>Term 1 &amp; 2</b>, schools will begin to apply QI tools to ensure data-informed, responsive teaching: such as driver diagrams, change ideas, and run charts, to assess and enhance the teaching of writing.</p> <p><b>Consistent Delivery of SBCWay Expectations</b> By <b>October 2025</b>, Principal Teachers will lead the development of a <b>Earlston writing framework</b>. This shared agreement will guide teaching approaches, ensuring alignment across our schools.</p> <p>SLT and Principal teachers will also provide ongoing support and leadership to ensure the consistent delivery of these expectations within their respective schools.</p> <p><b>Moderation of Teaching and Learning</b> Dedicated <b>Collegiate Activity Time (CAT)</b> sessions will be used to facilitate <b>cross-school moderation</b>. Teachers will collaborate to review pupils' writing, share effective practices, and develop consistency in professional judgements.</p>	<p><b>Implementation of QI Tools</b> <b>Improved pupil writing attainment</b>, shown by upward trends in moderated writing levels on run charts.</p> <p><b>Growth in teacher confidence and capability</b>, measured by survey data showing a sustained increase in confidence using QI tools to improve writing.</p> <p><b>Delivery of SBCWay Expectations</b> Learning and Teaching quality assurance (observations, jotter monitoring) show evidence of SBCWay expectations being implemented in classes.</p> <p><b>Moderation of Teaching and Learning</b> Feedback from staff following cross school moderation highlights increased confidence in professional judgements and pedagogical approaches.</p>	<p><b>October 2025:</b></p> <p><b>December 2025:</b></p> <p><b>February 2026:</b></p> <p><b>April 2026:</b></p> <p><b>May–June 2026:</b></p>

# Action plan 4: Implement #SBCWay Reading

<p><b>Intended outcomes:</b>  <b>To improve overall reading attainment for schools to:</b></p> <ul style="list-style-type: none"> <li>• Gordon: xxx% of children on track (or above) by June 2026.</li> <li>• Channelkirk: xxx% of children on track (or above) by June 2026</li> <li>• Westruther: xxx% of children on track (or above) by June 2026</li> </ul> <p>(these will be identified in stretch aims in August)</p> <p><b>To improve consistent delivery of #SBCWay Expectations in the teaching and assessing of Reading</b></p>			<p><b>NIF link: 3, 4, 6</b></p>
<p>Why is this a priority? What does self-evaluation data show?</p>	<p>What changes will we make that will lead to improvement?</p>	<p>How will we know improvement has occurred?  Outcome / Process / Balance</p>	<p>What progress has been made?  (Update at least half -termly)</p>
<p>There is a <b>need for consistent understanding and delivery</b> within the 3 schools (Cluster / authority) in implementing the #SBC Reading curriculum to ensure best practice in all classrooms.</p>	<p><b>Teachers Engaging in #SBCWay Professional Learning</b></p> <ul style="list-style-type: none"> <li>• <b>By February 2026</b>, all class teachers will be familiar with the planning, pedagogical approaches, and assessment requirements for Reading as identified in the #SBCWay. This will be achieved through engagement with key CLPL (Career-Long Professional Learning) videos.</li> <li>• Dedicated Collegiate Activity Time (CAT) will be allocated specifically to support this professional learning.</li> </ul> <p><b>Planning and Assessment Expectations</b></p> <ul style="list-style-type: none"> <li>• <b>By August 2025</b>, the Senior Leadership Team (SLT) will develop and communicate clear planning and assessment expectations across all curriculum areas, including Reading, for the 2025-26 academic year.</li> <li>• These expectations will be supported by the introduction of an Assessment Calendar to guide consistent implementation and monitoring.</li> </ul> <p><b>Quality Assurance Measures</b></p>	<p><b>Improvement in Reading Attainment Evidenced By:</b></p> <ul style="list-style-type: none"> <li>• Achievement of Stretch Aims in Reading:  Progress towards and achievement of stretch targets across P1–P7, including overall improvement as demonstrated through ACEL data.</li> <li>• Enhanced Attainment in Standardised Reading Assessments:  Demonstrable increases in pupil attainment through standardised assessment data, indicating improved reading performance.</li> </ul> <p><b>Increased Teacher Confidence:</b></p> <ul style="list-style-type: none"> <li>• Growth in Confidence and Capability:  Teacher surveys reflect a sustained increase in confidence and competence in applying #SBCWay Reading approaches.</li> </ul> <p><b>Delivery of #SBCWay Expectations:</b></p>	<p><b>October 2025:</b></p> <p><b>December 2025:</b></p> <p><b>February 2026:</b></p> <p><b>April 2026:</b></p> <p><b>May–June 2026:</b></p>

	<ul style="list-style-type: none"> <li>• <b>By September 2025</b>, the Head Teacher (HT) will revise and update the Quality Assurance (QA) calendar.</li> <li>• This calendar will incorporate a range of QA activities across the school session to monitor and ensure alignment with established expectations in planning, teaching, and assessing Reading.</li> </ul> <p><b>Consistent Delivery of SBCWay Expectations</b></p> <ul style="list-style-type: none"> <li>• <b>By May 2026</b>, all teachers will consistently deliver the #SBCWay Reading curriculum.</li> <li>• This consistency will ensure high-quality teaching and learning experiences in Reading for all pupils.</li> <li>• Teacher judgments regarding Reading attainment will be informed by thorough analysis of robust assessment data collected over time</li> </ul> <p><b>Reading for Enjoyment and Accreditation</b></p> <ul style="list-style-type: none"> <li>• <b>By June 2026</b>, GPS will engage in the Scottish Book Trust Reading Accreditation process to foster a positive Reading for Enjoyment culture.</li> <li>• This initiative will be led by the Principal Teacher (PT).</li> </ul> <p><b>Moderation of Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Collegiate time will be used to facilitate cross-school moderation activities.</li> <li>• Teachers will collaborate to review pupil learning, share best practices, and enhance consistency in professional judgements related to Reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation in Practice: Quality assurance processes (including observations, planning scrutiny, and assessment monitoring) provide evidence of consistent implementation of #SBCWay expectations across classrooms.</li> </ul> <p><b>GPS Bronze Level Accreditation:</b></p> <ul style="list-style-type: none"> <li>• Evidence of Progress: Submission of robust evidence demonstrating improvement from baseline data, supporting successful accreditation of the Bronze Level award.</li> </ul>	
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## Action plan 5: Identify and record skills acquisition (through Play, Outdoor Learning, Wider Achievements)

<b>Intended outcomes: By June 2026 learners can identify 5 key skills that are being developed through Play, Outdoor Learning and Wider Achievements. There is evidence of these skills being recorded on digital platforms.</b>			<b>NIF link: 3, 4, 6</b>
Why is this a priority? What does self-evaluation data show?	What changes will we make that will lead to improvement?	1. Process Measures	What progress has been made? (Update at least half -termly)
<b>Self-evaluation</b> recognises this as a next step. Established Opportunities in Play and Outdoor Learning (CK + WR) provide an ideal vehicle within the curriculum to begin identifying certain meta-skills. Skills acquired through Wider	<b>Introducing the 5 Key Meta-Skills to Learners</b> <b>Meta-Skills:</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Curiosity</li> <li>• <u>Critical Thinking</u></li> <li>• Creativity</li> </ul>	<b>Process Measures</b> <b>Completion of the 3 Collegiate Activity Sessions (CATs) by end of November 2025.</b>	<b>October 2025:</b>  <b>December 2025:</b>  <b>February 2026:</b>
achievements can also be identified (primarily Second Level)	<b>Implementation Timeline and Actions:</b> <b>By October 2025: Explicit Teaching</b>  Teachers will explicitly introduce and focus on each of the five meta-skills during lessons.  Ensure a <b>shared understanding</b> across the school. Identify and track where opportunities for these skills arise in Outdoor Learning, Play and Wider achievements	<b>Outcome Measures</b> <b>Digital evidence:</b> Learners upload entries to Showbie or Wow profiles that demonstrate application of the 5 key Meta skills <b>Metric:</b> Every learner has at least one entry for each of the 5 Meta skills by June 2026  <b>Meta skill identification:</b> P5-7 Learners can <b>name</b> and <b>define</b> each of the 5 key Meta skills.	<b>April 2026:</b>  <b>May–June 2026:</b>
	<b>By November 2025: Recording and Tracking:</b>  <b>Second Level pupils</b> will begin recording evidence of their use of meta-skills in their <b>WoW (World of Work) Profile.</b>	<b>Metric:</b> Use a short quiz or reflective worksheet; aim for >80% accuracy across all learners.	

	<p><b>Early and First Level learners</b> will use <b>Showbie</b> to collect evidence (photos, videos, voice notes, teacher observations).</p>	<p>(Next steps for next session: Identify next steps in skills development – children setting own targets)</p>	
	<p><b>By December 2025: Curriculum Planning:</b></p> <p>Teachers will identify and plan <b>learning experiences</b> that develop and apply meta-skills.  Integrate skills meaningfully through: Play, Outdoor Learning, IDL (Interdisciplinary Learning) STEM activities  Enquiry-based learning projects, Real-world contexts and pupil-led learning</p> <p><b>By December 2025: Whole School Engagement:</b></p> <p>Link meta-skills to <b>assemblies</b>  Create <b>classroom displays</b> to reinforce vocabulary and understanding of each skill.  Encourage ongoing <b>dialogue</b> around meta-skills during learning conversations.</p>		

# Consolidating / Continue

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success (Evidence)	Expected completion date
1	Embed Tracking and Monitoring for Literacy and Numeracy	Own Schools	<ul style="list-style-type: none"> <li>There is consistent approach being used across the cluster</li> <li>Teachers are more confident with their professional judgements</li> <li>Teachers are able to identify strength and development needs at class and individual level</li> </ul>	
2	Develop PSA Development Programme	Michelle Bradley and Susan Lawrence	<ul style="list-style-type: none"> <li>PSAs report that the training programme has had a positive impact on their practice</li> <li>Pupil Voice and Teacher surveys highlight that PSAs are meeting pupil needs.</li> <li>Monitoring of specific intervention shows positive impact (through comparing pre and post intervention data)</li> </ul>	
3	Improve Partnership Working: 'Team Around the Cluster' and 'Cluster Action Groups' are leading to improved universal and targeted intervention.	Cluster HT	<ul style="list-style-type: none"> <li>Team Around Cluster are able to identify and respond to key trends specific to Earlston Cluster.</li> <li>Cluster Action Group are responsive to the individual needs of children on risk of care</li> <li>Increased attendance</li> </ul>	
4	<p>Embed use of the CIRCLE document to improve Universal and Targeted Inclusive Practices</p> <p>Continue to embed the use of Zones of Regulation in classroom practice.</p>	HT	<ul style="list-style-type: none"> <li>All classrooms have biannual environmental audits completed and adjustments made to improve inclusivity.</li> <li>Individual pupils have been assessed at least biannually with the Circle Participation scale to identify key strategies and supports and monitor impacts.</li> <li>All classes will be able to use the language of the Zones of Regulation to support identification of emotions and tools they can use to regulate themselves. All classrooms will have a display and 'check in' system.</li> </ul>	
5	Embed Outdoor Learning Framework	HT/ PT	<ul style="list-style-type: none"> <li>All classes will continue to experience an hour long planned Outdoor Learning session every week. Outdoor Learning sessions will be linked to key curriculum areas or discrete. Pupils and staff will be able to report on and evidence the impact and benefits of these sessions.</li> </ul>	
6	Develop approaches to effective Pupil Leadership across all 3 schools to ensure Pupil Voice – including the UNCRC accreditation status across	PTs	<ul style="list-style-type: none"> <li>All pupils have opportunities to be involved in pupil leadership</li> <li>Older pupils have opportunities to take on specific leadership roles.</li> <li>Pupil leadership has meaningful impact on school improvement</li> </ul>	

	all 3 schools and Reading Schools accreditation at GPS			
7	Develop EYP Leadership within ELC Settings	HT / CT	<ul style="list-style-type: none"> <li>• Early Years Practitioners are able to take ownership of aspects of the provision, planning and routines and build critical self-evaluation skills.</li> </ul>	
8	Gordon and CK ELC – Continue to improve learning environments, planning and consistent approaches to tracking attainment.	HT / EYO (CT at CK)	<ul style="list-style-type: none"> <li>• Develop Self-evaluation approaches and Quality Assurance calendar for both settings.</li> </ul>	

## Explore / Understand

Process		Progress Tracker		
Question / Wicked issue		Strategic lead(s)	Expected completion date	Answer / Next steps
1	<p><b>'My World of Work Profiling Tool'</b> How can the tool be used for supporting achievement, attainment, skills, and career education for P4-S6?</p>	Own Schools	June 2025	
2	<p><b>Curricular Transition Opportunities</b> How can we enhance the curricular transition between Primary and Secondary so that there is increased understanding and trust of professional judgements, leading to better continuation of learning?</p>	Alex Johnson		
3	<p><b>Raising the Profile of Earlston Cluster</b> How can we capture and promote the effective work of the cluster with all immediate stakeholders and wider community?</p>	All Cluster HTs & Team Around the Cluster		
4	<p>Improve Personalised Support records for learners requiring additional supports (Stage 1 up)</p>	HT / PT	Dec 2025	
5	<p>Explore #SBCWay Oracy – how does it relate to existing programme (CK + WR)</p> <p>Consider IDL 3 yr rolling programme &amp; #SBCWay STEM – how does this need to be adapted?</p>	HT / PT	May 2026	<p>Implementation of #SBCWay Oracy 2026-27</p> <p>Making changes to IDL rolling programme (aligning all 3 schools?) 2026-27</p> <p>Implementation of #SBCWay STEM approach 2026-27</p>

6	How to meaningfully involve pupils/ parents/stakeholders in SIP planning and evaluation?	HT	June 2026	
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