

School Information (Including ELC/Nursery if applicable)	
<b>School/Establishment</b>	Forrester High School
<b>Head Teacher</b>	Stephen Small
<b>Link QIEO</b>	Tony Currie

School Statement: Vision, Values & Aims, Curriculum Rationale
<p><b><u>Vision:</u></b></p> <p>At Forrester we aim for all learners to achieve the best they can through the delivery of very good learning and teaching and a curriculum responsive to the needs of the learners. High aspirations support a growing belief within the learners of their potential. Wider supports and opportunities augment the learning and teaching to create a supportive and inclusive school community. Improvements in learning and teaching and tracking and monitoring have been identified from the recent follow up HMle visit in February 2025, highlighting the transformation of practice already undertaken.</p> <p><b><u>Values and Aims:</u></b></p> <p>The core values at Forrester are ‘Respect, Believe, Achieve’. These three values underpin our aspirational and collaborative approach to delivering a coherent and engaging curriculum to support learners as they progress. Increasing the aspiration and challenge of learners from an earlier stage is central to our approaches to raising attainment and achievement in the senior phase. We are committed to working ever more closely with our learning community to continue enhancing the educational provision for all learners.</p> <p><b><u>Curriculum Rationale:</u></b></p> <p>Within Forrester there has been a strong focus in the last three academic sessions in reviewing the senior phase curriculum, taking on board labour market intelligence from SDS and working in close partnership with local further education providers. Currently we have introduced a wide range of SCQF qualifications from level 4-7 within the senior phase to widen the curricular offer and pathways for all learners. For session 2024-25 pupils in S4 now undertake seven subjects, an increase from the previous six. This change was taken to support increased attainment</p>

in S4 and to allow for greater and smoother progression onto Highers/Level 6 qualifications within S5 to improve both the breadth and depth of learning within the senior phase.

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	✓	✓	✓
2.3	✓	✓	✓
3.1	✓	✓	✓
3.2	✓	✓	✓
Additional QIs		1.1 Self-Evaluation for self-improvement	

School Improvement Priority 1 2025-26	
<b>Priority</b>	Learning, teaching and assessment
<b>Person(s) Responsible</b>	John MacPhie
<b>Next Steps from Standards and Quality Report</b>	<p>Work with young people to develop pupil voice in learning and teaching</p> <p>Further develop moderation sessions to support the reliability and consistency of professional judgements with associated primary schools/learning community across all curricular areas</p> <p>Continue to improve pace, challenge and aspiration for all learners to strive for the quality of learning to improve to VG</p>

HGIOS 4 QIs	NIF Priority	GTCS Standard for Full Registration
<p>2.3.2 Quality of Teaching</p> <p>2.3.3 Effective use of assessment</p> <p>2.3.4 Planning, tracking and moderation</p>	<p>Achieving equity ensuring that every child and young person has the same opportunity to succeed</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</p>	<p>1.1 Professional values – social justice</p> <p>2.1 Curriculum and pedagogy</p> <p>2.1.2 Practitioner enquiry</p> <p>3.1.4 Effectively employ assessment to support and enhance learning</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?)
Planning for assessment to increase the pace and challenge of work	<p>Review the tracking and monitoring policy drafted in session 2024/25</p> <p>Collaborative working in creating assessments and schemes of work</p> <p>Use of data to inform teaching</p> <p>Collegiate time</p>	<p>Review in August 2025</p> <p>T&amp;M policy to be reviewed and shared centrally with all staff</p> <p>Session on INSET on challenge</p> <p>Increase use of rubrics for assessments</p> <p>Data focus of CAT/DAT sessions supporting staff confidence in utilising data effectively</p> <p>CAT/DAT calendar encompassing data analysis and moderation</p>	<p>Staff clear on their roles within the T&amp;M policy</p> <p>Increased pace and challenge recognised during QA of learning and teaching</p> <p>Assessments supporting more consistent judgements on learner progress</p> <p>Learners confident in reporting their progress</p> <p>Staff identifying greater confidence in their use of data to track learner progress/use of interventions</p>	<p>Almost all learning experience graded 4 or above on 6-point scale</p> <p>Learner feedback from surveys around level of challenge in lessons</p> <p>Staff surveys following sessions, tracking data</p> <p>SLEs</p> <p>Staff feedback from surveys based on CAT sessions and tracking usage</p>

	Parental understanding of tracking data	Communication of meaning of data issues to parents  Check of parents not signed up to receive reports to increase coverage	Increase in percentage of parents signed up to receive tracking reports	Most parents signed up to receive tracking
Increasing the overall quality of learning and teaching to a rating of Very Good (HGIOS 6-point scale)	Clear and consistent structure to lessons across the school          CLPL offer within school to develop staff capacity in identified areas creativity and challenge	Use of Forrester in Action/Forrester Way  BGE focus of CLPL  Plenaries linking to SC  CAT sessions lead by development officers  Focus on questioning and differentiation  Learning partner focus on challenge (Oct) and creativity (Spring)  Potential for practitioner enquiry within a departmental setting	Consistent identification of this within QA  Increased % of lessons seen as G and VG  Staff feedback from CAT sessions demonstrating clarity and confidence  Staff to present to faculties around interventions  Staff engaged in active practitioner enquiry to support improvements in pedagogy	LV as part of FSE visits  Almost all lessons graded 4 or above on 6-point scale  Staff surveys  SLEs  DM minutes

	Self-Evaluation activities embedded into departmental calendar	QA calendar linking SMT, ELT and FM themes  FSE programme to be introduced as a rolling part of QA calendar	Clear correlation and integration of calendars at whole school and departmental level	CL survey on SE calendar
	Consultation with learning partners to evaluate learning and teaching	Use of learning partners  Sessions on INSETs in Oct/Jan and May (self-evaluation)	Wider involvement of all partners in FSE activities  Evaluations from a range of partners received	LV in FSE  Collaboration with LC and other Secondary school staff
	Develop capacity for young people to lead learning	Pupil Learning and Teaching Working Group to create a pupil version of Forrester In Action  Pupil involvement in learning walks  Co-creation of success criteria	Staff feel engaged in SIP process  Pupils involved in FSE activities  Learning more pupil-led	Group feedback from INSET sessions  Observation notes  SLE observation records

Moderation being fully integrated in the QA cycle	Clear times provided for moderation linked to tracking cycle	Time allocated via DAT sessions scheduled after each BGE tracking period	Moderation is integrated into the curricular improvement cycle	QA calendar created for June 2025
	Increasing staff confidence in use of data in the BGE	<p>Collaborative CAT sessions with LC and St. Augustine's</p> <p>Review of current assessment approaches in light of moderation</p> <p>CL session in August 2025 lead by CEC data team</p> <p>CL meetings to analyse data following tracking periods and moderation DATs</p> <p>Agreed standard of what 5.1 looks like in each curricular area</p> <p>Practitioner led CAT and DAT sessions</p>	<p>Staff engaging in moderation outwith immediate department or faculty</p> <p>CLs empowered to use data to lead improvements</p> <p>CLs demonstrating capacity to identify areas for concern/intervention</p> <p>Staff clear on pathways to overtaking 5.1 and milestones in their curricular are</p>	<p>Staff feedback on confidence following CAT sessions</p> <p>FSE visits</p> <p>CL surveys</p> <p>1:1 BGE attainment meetings</p> <p>Minutes of DM/CAT around 5.1</p> <p>Staff surveys</p>

	Moderation of 2 <sup>nd</sup> and 3 <sup>rd</sup> level with LC	NUM focus on LC DATs in calendar	Increased confidence in consistency of judgements against NUM outcomes Increase in number of learners overtaking L5 NUM through a course award in S4	ACEL data  Insight data
	Subject moderation with faculties outside Forrester	CAT session with St. Augustine's  FSE to incorporate CLs from other schools across NW locality	Continued improvements in overall quality of L&T through looking outwards at all levels	% of lessons graded above 4  Joint staff survey  FSE feedback

<b>Evaluation (January, May)</b>



School Improvement Priority 2025-26	
Priority	Meeting learners' needs
Person(s) Responsible	Lisa Coffey
Next Steps from Standards and Quality Report	Continue to review and refine approaches to transition from cluster primary schools Build capacity for learners' needs to be met through inclusive pedagogy within classrooms

HGIOS 4 QIs	NIF Priority	GTCS Standard for Full Registration
3.1.1 Wellbeing 3.1.3 Inclusion and Equality	Priority 1: Placing the human rights and needs of every child and young person at the centre of education Priority 2: Improvement in children and young people's health and wellbeing	1.1 Social justice 2.2.1 Have a depth of knowledge and understanding of education systems 3.1.1. Plan effectively to meet learners needs 3.2 The learning context

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?)
All learners to feel included in Forrester HS	Inclusive pedagogies embedded in learning and teaching continuing to	Sessions for staff delivered at INSETs	Classrooms seen to be inclusive through FSE and wider QA	LV surveys  SLE visits

	<p>utilise the Circle documentation</p>	<p>Faculties to identify key priorities related to inclusion challenges as part of FIP process</p> <p>3.1 learning walks as part of SSE process to review via Inclusive Class Scale</p>	<p>Inclusion visible in FIP documentation</p>	<p>FIPs</p>
	<p>Transition class scheme to be piloted to support learners with complex ASN and anxiety to transition more effectively</p>	<p>Visit to Levenmouth Academy as part of looking outwards agenda</p> <p>Identification of potential candidates through enhanced transition process</p>	<p>Reduction in non-attendance due to anxiety in identified learners from transition process</p>	<p>Learning walks</p> <p>Pupil and parental surveys</p>
	<p>Re-focus on equalities within the school community to foster continuing improvements in ethos and culture</p>	<p>Re-alignment of SfL department to facilitate new transition class</p> <p>Return equalities brief to previous post-holders with key foci on:</p> <ul style="list-style-type: none"> <li>• LGBT</li> <li>• Racial equalities</li> <li>• Misogyny</li> </ul>	<p>Increased successful integration of SfL pupils into mainstream classes</p> <p>Improvement in % of positive responses in ESAS survey regarding interactions with others</p>	<p>Attendance rates in mainstream classes</p> <p>ESAS survey</p>

		<p>Introduction of a Culture Day to recognise the continuing widening of cultures that form the Forrester Community</p> <p>Learner Voice to continue to be central to our position on these issues</p>	<p>Strong turnout and engagement at Culture Day with learners leading the organisation of the event</p>	<p>Attendance at culture day</p> <p>LV surveys</p> <p>Friday 5/pupil led LV groups co-ordinated by SDO</p>
<p>Attendance being below 90% with 24.2% (153) of learners in S1-S4 sitting below 85% (May 2025)</p>	<p>SDO tracking of identified learners within Q1, FME and CE cohorts in Senior Phase</p> <p>Review PSO input in attendance approaches</p>	<p>SDO to identify learners meeting criteria from attainment pots to support appropriate mentoring and interventions</p> <p>PSO role to be reviewed by SMT</p> <p>PSO to have targeted groups</p> <p>Undertake analysis to identify main causes of poor attendance e.g. Pareto analysis</p>	<p>Increase in attendance of identified learners</p> <p>Increased total and complimentary tariff points for Q1, FME and CE</p> <p>% S1-S4 &lt;85% attendance to sit below 20% by May 2026</p> <p>Pupils and families engage in check-ins</p> <p>Clear understanding of key groups exhibiting attendance issues and main causes</p>	<p>Seemis attendance</p> <p>Insight data of identified groups</p> <p>CEC attendance tracking data (monthly)</p> <p>Parental surveys</p>

	<p>Ensure all staff understand their role in monitoring and improving attendance at a faculty and whole school level</p> <p>Develop/refine late-coming strategy</p>	Staff to identify earlier concerns around non-attendance to highlight in-school trends	Seemis referrals to CLs highlighting period truancy. Increased liaison with House team to tackle period truancy	Seemis referrals
Targeted support	<p>Review ESB provision and transition for learners with complex ASN and anxiety</p> <p>Review strategic approach to planning interventions for various characteristics</p>	<p>Looking outward visits</p> <p>Transition planning with LC primary schools</p> <p>Attainment HUB</p> <p>SfL Attainment HUB</p> <p>Pathways on from Wellbeing HUB</p> <p>Attendance support</p> <p>Mentoring for Q1, CE and FME learners in SP</p>	<p>Ongoing improvements in attendance for ASN learners accessing ESB</p> <p>Staff clear on specific groups of learners being supported</p>	<p>Seemis attendance</p> <p>Insight data for specific learners</p>

Evaluation (January, May)

School Improvement Priority 3 2025-26	
<b>Priority</b>	Raising attainment
<b>Person(s) Responsible</b>	Stephen Small
<b>Next Steps from Standards and Quality Report</b>	Continue the specific focus on improving high quality passes Improve attainment in SQA qualifications in line with VC Maintain attainment in SCQF qualifications Review timing of progress reports in senior phase

HGIOS 4 QIs	NIF Priority	GTCS Standard for Full Registration
3.2 Raising Attainment and Achievement	<b>Priority 3:</b> Closing the attainment gap between the most and least	2.1.4 Have a depth of knowledge and understanding of planning for assessment, teaching and learning

3.2.1 Attainment in literacy and numeracy 3.2.2 Attainment over time 3.2.3 Overall quality of learners' achievement 3.2.4 Equity for all learners	disadvantaged children and young people. <b>Priority 4:</b> Improvement in skills and sustained, positive school-leaver destinations for all young people. <b>Priority 5:</b> Improvement in attainment, particularly in literacy and numeracy.	3.1.2 Effectively utilise pedagogical approaches and resources 3.2.1 Effectively organise and manage learning
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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?)
Raising attainment (% pass rates) and closing attainment gap	Robust tracking and monitoring of cohorts and individuals from BGE onwards supporting course choice	Tracking overview created in addition to CEC T&M  Progress against targets standing item at ELT meetings  Supportive coursing to support learners into appropriate pathways (PSLs	SQA attainment to be in-line with VC from Sept '24 by Aug'26  S4 5@5 – 34% S5 1@6 – 45% S5 3@6 – 27% S5 5@6 – 13% S6 1@7 – 11%	Attainment data from SQA regarding pass rates  Insight data to review attainment vs SIMD and VC  Review of historical trends with school data and primary school data

	<p>Sharing of identified target pupils with class teachers in line with the whole school picture</p> <p>Move to a December assessment block to provide earlier feedback to learners on areas for development with greater time to make improvements</p> <p>Continuing improvements in delivery of learning and teaching</p> <p>Increased confidence in moderation of assessment and assessment judgements</p>	<p>to have access to tracking data)</p> <p>FMs to discuss targeted learners who are off target and put in place early intervention</p> <p>Placed in calendar for first 2 weeks in December.</p> <p>CAT sessions delivered by Development Officers in-school focusing on agreed areas of development</p> <p>CAT sessions dedicated to analysis of data to review assessment judgements</p> <p>Joint CAT with St. Augustine's to provide</p>	<p>Minimum success will be continuation of current trend of improvement in each indicator from Aug '24 and Aug '25</p> <p>SCQF attainment remaining above VC following restructuring of curriculum in previous sessions.</p> <p>S4 5@5 – 60% (VC 48%) S5 1@6 – 59% (VC 55%) S5 3@6 – 37% (VC 37%) S5 5@6 – 23% (VC 20%) S6 1@7 – 13% (VC 22%)</p> <p>Staff reporting increased confidence in tracking system (from Aug '24)</p> <p>Staff engagement in looking outwards opportunities</p>	<p>Staff feedback/survey</p> <p>Staff feedback/survey</p>
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		outside moderation on agreed areas. Sep '25		
	Additional teaching time in EN and MA	Delivery of discreet LIT and NUM to support wider attainment	Closing of the gap between % achieving L5 LIT and NUM as a stand-alone unit vs as part of a course award	Insight
	Formalisation of additional opportunities of support for learners through Easter school and immersion days	Cover to be organised for staff to maximise time for learners. Contact made for identified and targeted learners for attendance. Undertaken throughout April/May – contact with home in March	Improving alignment of ACEL levels with subsequent attainment	ACEL and Insight trends
	SCQF L7 course introduced	Introduction of Refereeing L7 and LEAPS	Increase in % from S4 role achieving an SCQF @L7 to reduce gap to VC	SQA/Insight
	Plan engagement with LC primary schools for wider range of curricular areas Supporting learners and parents in how to study	Moderation sessions	Increased partnership working on curriculum and assessment/moderation across the LC	LC Plan



	Moderation and verification	Review of faculty layer of internal verification	Greater confidence in judgements through QA	CEC analysis from tracking vs result
	Develop capacity for self-regulated study in learners	Delivery of sessions through study periods to support learners  Introduce early in BGE to support aspiration	Integration of study skills and learning conversations to study programme within school	Pupil feedback
	Mentoring of identified pupils (SIMD Q1, CE, FME, target pots)	SDO to have overview of targeted groups in senior phase  Wider school staff to undertake mentoring for small groups of learners	Mentoring programme linked to study programme  SDO working with smaller case load  Mentoring role established  Increase in 5@ figures as outlined above	Pupil feedback  SQA/Insight  Parental engagement at Pupil Progress Evenings for targeted pupils
	Earlier identification of at-risk learners for additional support in-school	Review of attainment hub	Continued high levels of engagement from identified learners	Insight of bottom 20%
	Review of administrative approaches to unit passes and coursing on Seemis	SLT to undertake looking outwards visits	Streamlined approaches to administration of Seemis	

	Collaboration with other schools to provide wider options for learners	<p>Link with St. Augustine's around additional course options</p> <p>Engage in consortium offer across Edinburgh NW locality</p>	Widening of options for learners across the senior phase	Learner feedback on coursing
Raising attainment (quality of passes)	<p>Continuing improvements in delivery of learning and teaching</p> <p>Quality of feedback provided to learners</p>	<p>CAT sessions delivered by Development Officers in-school focusing on agreed areas of development</p> <p>Learning conversations held after each tracking period</p> <p>Assessment rubrics throughout BGE</p> <p>Move of assessment period to December</p> <p>Continue regular tracking</p> <p>Tracking and monitoring policy to be launched Aug 2025</p>	<p>SQA attainment to be in-line with VC from Sept '24</p> <p>S4 5@5 – 34%</p> <p>S5 1@6 – 45%</p> <p>S5 3@6 – 27%</p> <p>S5 5@6 – 13%</p> <p>S6 1@7 – 11%</p> <p>Minimum success will be continuation of current trend of improvement in each indicator from Aug '24 and Aug '25</p>	<p>SQA data - %A, %B within subject areas</p> <p>Learner feedback via focus groups/survey</p> <p>SSE visits</p>

	<p>Formalisation of additional opportunities of support for learners through Easter school and immersion days</p>	<p>Cover to be organised for staff to maximise time for learners. Contact made for identified and targeted learners for attendance. Undertaken throughout April/May – contact with home in March</p> <p>Delivery of sessions through study periods to support learners</p> <p>Track cohort through S5 to measure impact on @6</p>	<p>SCQF attainment remaining above VC following restructuring of curriculum in previous sessions</p>	<p>September Insight update</p> <p>Attendance at Easter and immersion sessions</p>
	<p>Move to 7 NQs in S4 from session 2024-25</p>		<p>Clear progression in SQA @6 % figures in line with increase in S4 5@5 in previous session</p>	<p>September Insight update 2026</p>
Increasing positive destinations	<p>Refinement of curricular pathways through the senior phase</p> <p>Increasing retention rate from S4 into S5</p>	<p>Introduction of Barista course to support learners transitioning to service sector</p> <p>Continuing development of SCQF/NPA pathways</p>	<p>Positive destinations in line with VC at 95% (session 2023/24 was 94.3%)</p> <p>Increase staying on rate from S4 to above 80% (2023/24 was 77.3%)</p>	<p>SDS and Insight</p> <p>Cohort numbers</p>

	Creation of wider opportunities to engage with local employers and FE/HE providers	<p>Increasing attainment at N5 level</p> <p>Hotel programme</p> <p>LEAPs Level 7 transition course growing (biggest group to date)</p> <p>LEAPs 1+ workshops from S3 onwards</p> <p>Science to maintain links for practical activities with local universities</p> <p>Develop Career Ready pilot around Foundation Apprenticeships</p> <p>Develop internal approach to Business Skills FA (NPA component only this session)</p> <p>Improve partnerships with Edinburgh College through</p>	<p>Increase in numbers applying to HE</p> <p>Continued progression in learners engaging in LEAPs courses</p> <p>Pupils engaging in cultural capital through external opportunities</p> <p>Pathways supporting transition into industry and/or HE/FE</p>	<p>SDS</p> <p>HE applications</p> <p>LEAPS coursing</p> <p>Wider participation data</p> <p>Insight and SDS</p>
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		<p>pilots e.g. locality-based Intro to College</p> <p>Introduce programme of ODL with Andrew Bradshaw's team</p> <p>Staff representation on Edinburgh College working group on collegiate working</p>	<p>School represented on panels and groups to review provision city-wide</p>	
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<b>Evaluation (January, May)</b>

Learning Community Information	
<b>Schools/Establishments</b>	Forrester HS, Broomhouse PS, Carrick Knowe PS, Gylemuir PS, Murrayburn PS
<b>Head Teachers</b>	Stephen Small, Tamar Huxford, Gail Canning, Aileen Smart, Charlotte Chiswick
<b>Link QIEO</b>	Tony Currie

Learning Community Improvement Priority 1 2025-26	
<b>Priority</b>	Improving attainment in Maths/Numeracy through a consistent approach to Learning, Teaching & Assessment.
<b>Person(s) Responsible</b>	Ross Gibson (Development Officer); Learning Community DHTs; representatives from each school within the Learning Community
<b>Next Steps from Learning Community Evaluations</b>	<ul style="list-style-type: none"> <li>Addressing gaps in learning in application of skills; fractions, decimals and percentages through second level.</li> <li>Looking at the structure of retrieval practice to facilitate long term retention of concepts and facts</li> </ul>

HGIOS 4 QIs	NIF Priority
2.3 3.2	<p>Improvement in attainment in Numeracy/Maths with a focus on fractions, decimals and percentages</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</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?)
Analysis of data in attainment in Maths/Numeracy has revealed consistent gaps in learning across the Learning Community	A Learning Community Working Group with representation from all establishments, will be created to work collaboratively with Ross Gibson in supporting the implementation of improvements within their own schools	Class Teacher representatives from each establishment will collaboratively develop an agreed action plan and timeline. They will liaise across the Learning Community to ensure a consistent and coherent approach to improving practice (by Sept 25)	Completion and implementation of a shared action plan and timeline  More consistent and effective teaching approaches to fractions, decimals and percentages  Increased teacher confidence and subject knowledge in delivering these concepts	Pre and post intervention assessments in numeracy focus areas  Staff feedback indicating improved confidence and effectiveness  SCEs and learner work/voice showing evidence of learning and understanding  Through professional dialogue and sharing during Moderation sessions
Moderation of Learning, Teaching & Assessment is currently inconsistent and is not effectively contributing to teacher's knowledge, understanding or practice	Focus on improving pedagogy in the teaching of fractions, decimals and percentages across all establishments	Led by Ross Gibson and supported by class teacher representatives, utilise LC CAT sessions (27.08.25 and 10.09.25) to upskill staff in the pedagogy of teaching identified Maths/Numeracy concepts and consider	Increased coherence and consistency in the delivery of maths/numeracy across the Learning Community  Greater clarity and shared expectations around pace, challenge and progression	Reports of increased confidence in teacher judgment of where a pupil is in their learning.  Greater consistency in teacher judgement of Achievement of a Level
There is a need to improve class teachers' knowledge	Dedicate part of the October 2025 and January 2026 In-			

and understanding of what constitutes Achievement of a Level to ensure consistent and accurate professional judgements	set days to moderation activities across the Learning Community. The focus will be on pedagogy, pace and challenge in Maths/Numeracy, and developing a shared understanding of what constitutes Achievement of a Level	appropriate pace and challenge  DO/LC DHTs/CT Reps to organise and lead moderation sessions on fractions, decimals and percentages <i>(Oct 25/Jan 26)</i>	Greater consistency in learners' experiences across schools within the Learning Community	
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<b>Evaluation (January, May)</b>



Learning Community Improvement Priority 2 2025-26	
<b>Priority</b>	Improve attendance, attainment and parental engagement with a particular focus on upper primary and lower secondary
<b>Person(s) Responsible</b>	Learning Community HTs
<b>Next Steps from Learning Community Evaluations</b>	To improve attendance, attainment and parental engagement with a particular focus on upper primary and lower secondary

HGIOS 4 QIs	NIF Priority
2.5 3.2	<p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</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>Research from the Education Endowment Foundation (EEF) shows that parental engagement has a clear and positive impact on both attendance and attainment. Our Learning Community recognises the need to better engage parents and carers in all aspects of school life and in supporting their child's learning</p>	<p>Developing a learning community wide parental engagement strategy, focusing on involvement in learning and partnership working</p> <p>Focus on building a strong sense of community and foster positive relationships with parents and carers, with the aim of encouraging greater interest and involvement in their child's learning</p>	<p>Retention of Learning Community Pupil Support Officer 2025-26 (CE) for session funded by SEF. Her remit focus is supporting pupil attendance and parental engagement</p> <p>HTs, in collaboration with LC PSO, will identify learners and families within their own establishments who require additional support. <i>(throughout the session)</i></p>	<p>Successful transition supports in place – pupil attending and attaining and included in secondary school</p> <p>Increased parent attendance at engagement events</p> <p>Improved partnership working with parents in their child's learning</p>	<p>Pupil voice tool at start and end of intervention</p> <p>Parent attendance records and parental feedback surveys</p> <p>Parent/carer confidence survey</p>
<p>Through engaging parents and carers, we aim to ensure young people are well supported during the transition from primary to secondary school. This includes fostering strong partnerships to promote sustained high attendance, attainment and a lifelong</p>	<p>Retention of a PSO with a focused remit of supporting parental engagement and pupil attendance</p> <p>Embedding procedures started in session 2024-25</p>	<p>Building on successes from session 2024-25, the LC PSO, in collaboration with other staff, will develop and deliver creative approaches to support parental engagement. This will include sessions focused on how parents and carers can effectively support their</p>	<p>Improved attendance and positive feedback from parental engagement activities and workshops</p> <p>All HTs and ASL staff have clarity on roles and responsibilities. There is equity and consistency across establishments</p>	

love of learning, the foundation for long term success	Sharing successes that can be replicated across the learning community	child's learning and wellbeing at home <i>(throughout the session)</i> LC HTs – agree online management, timetabling and deployment <i>(August 25)</i>		
Following the CEC Inclusion Support Review, additional support services – Inclusion and EAL – will now be delivered through a learning community model	LC HTs collaboratively agree on roles, responsibilities and remits related to the delivery of these services			

<b>Evaluation (January, May)</b>









