School Information	
School/Establishment	Royal Mile primary School
Head Teacher	Lisa Black
Link QIEO	Marie Lyons

School Statement: Vision, Values & Aims, Curriculum Rationale

At Royal Mile Primary School, staff ensure that our learners are developing at both age and stage appropriate level and plan learning opportunities incorporating the 7 design principles. We use benchmarks as a route map to assess pupils' progress towards achievement of a level. We aim to develop our progression pathways and leadership of learning this session surrounding the skills for learning, life and work.

Our SIMD data is not a true representation of our community. Rental postal addresses are situated within SIMD 6-9 and do not reflect the poverty and/or challenges our families experience. We receive PEF money to support interventions, and this is being used to extend and enhance Scottish Attainment Challenge programme which has allowed staff to provide some qualitative examples of impact, including improvement of learning and teaching that will develop pupil engagement and increase attainment. We have made progress last academic session with just over half of pupils from low-income backgrounds meeting expected attainment levels in reading, writing and math. Our aim is to meet the national standard of 85% next session in literacy and numeracy across all stages.

We organise our Curriculum Experiences under the 4 contexts for learning as highlighted by Education Scotland.

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

Staff prioritise literacy and numeracy as core areas and seek to ensure that Health & Wellbeing is a high priority as we aim to support our children to be resilient, sociable learners who develop and maintain healthy attitudes. We address the remaining 5 areas of the curriculum (Social Studies, Science, RME, Technologies and Expressive Arts) through both interdisciplinary and discrete lessons. This will ensure our children gain a breadth of experience and can transfer skills and make connections between learning. This session staff will work collaboratively with all stakeholders to ensure that we focus clearly on the skills our learners will need to develop and make these transparent to pupils throughout the teaching and learning process.

Our curriculum will:

- Focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through experiences and outcomes that is consistent with all pupils learning needs and prior learning.
- Allow pupils to contribute to the ethos and life of the school community.
- Provide opportunities for personal achievement and support all learners in developing skills for learning, life and work.
- Allow learning to be organised more flexibly to consider personalisation and choice.

Through discussion with pupils, staff, parents and stakeholders this session we have agreed that Royal Mile Primary School is a place where;

- there are high expectations for teaching and learning, everyone should strive for excellence.
- children feel happy and confident in a safe & caring environment.
- children are happy to learn and are enthusiastic and inspired to be the best they can be.
- children are always treated fairly and always valued.

- pupil voice is encouraged and valued.
- children are encouraged to care for each other and to interact with others respectfully and responsibly.
- achievements are celebrated and encouraged both in and out of school.
- clear expectations are communicated, and key skills to be embedded.
- physical, mental, and emotional health of children is fostered.
- quality learning and teaching provides pupils with a variety of experiences and opportunities to raise aspirations.
- happy, healthy, nurtured children have a positive mindset and are proud of themselves, their friends, and their school.

We have encouraged all stakeholders to be involved in updating our school vision, values and aims and have adapted our vision, values and aims to suit the needs of our diverse community.

Our Vision
We respect ourselves, others and our World.
At Royal Mile Primary School we create a happy, safe and inclusive school where everyone feels included and has a voice. We provide purposeful learning experiences to enable our children to learn as they grow. Where friendships are formed, and fun is encouraged.
Our Values
Respect ourselves – be healthy, resilient and achieving.
Respect others – be polite, caring and inclusive.
Respect our world – be aware, kind and considerate.
Aims
We aim to promote ambition, creativity and responsibility in a safe and happy environment.
We aim to create a supportive, happy, healthy and collaborative community.

Three Year School Plan for Improvement			
Quality Indicator	**2024-2025**	**2025-2026**	**2026-2027**
1.3	**Developing a shared vision, values and aims relevant to the school and its community** Our vision, values and aims evolves through ongoing reflection and debate across the school and community. **Strategic planning for continuous improvement** We review our curriculum rationale to demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. **Implementing improvement and change** Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work through distributed leadership roles in equity, sustainability, digital, equalities.	**Developing a shared vision, values and aims relevant to the school and its community** The school and community continue to demonstrate ownership of the vision, values and aims. **Strategic planning for continuous improvement** Our curriculum rationale continues to be shaped by the social, economic and cultural context in which children and their families live. **Implementing improvement and change** All teachers will undertake a Practitioner enquiry in line with our S.I.P priorities.	**Developing a shared vision, values and aims relevant to the school and its community** The community sustains our aspirational vision, values and aims which underpins our continuous improvement. **Strategic planning for continuous improvement** There continues to be a collective responsibility in supporting and advancing our curriculum rationale. **Implementing improvement and change** We reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement and include learners in this.
2.3	**Learning and engagement** The ethos and culture of our school reflects a commitment to children's rights and positive Relationships, supported by learning for sustainability. Learners will begin to play an active role in the school and wider community and regularly take on leadership roles, including leading learning. **Quality of Teaching** Professional learning focused on the area of formative assessment within the Teacher's charter. **Effective use of assessment** We use a variety of formative assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes	**Learning and engagement** Children's rights will be embedded in the school's policy, practice and ethos. Learning for sustainability is embed in our culture and curriculum and is introduced through our campus. Learners continue to play an active role in the school and wider community and regularly take on leadership roles, including leading learning. **Quality of Teaching** Professional learning focused on the area of differentiation within the Teacher's charter. **Effective use of assessment** Begin to focus on differentiation, so all learners experience activities which are varied, differentiated, active, and provide effective support and challenge.	**Learning and engagement** Learning will be about children's rights, through rights and by being ambassadors for the rights of others. Learning for sustainability is embed in our culture, curriculum, campus and will be addressed in our community. **Quality of Teaching** Professional learning focused on leadership of learning within the Teacher's charter. **Effective use of assessment** Continue to focus on differentiation, so all learners experience activities which are varied,

	and capabilities in different contexts across the curriculum. **Planning, Tracking and monitoring** Introduce the new CEC Pupil Tracker.		differentiated, active, and provide effective support and challenge. **Planning, Tracking and monitoring** Embed the use of the CEC Pupil Tracker
	Planning, Tracking and monitoring Continue to use the new CEC Pupil Tracker.		
3.1	**Wellbeing** The whole learning community has a shared understanding of wellbeing and the children's rights. The promotion of positive relationships, Nurture and restorative approaches underpins this. **Fulfilment of statutory duties** All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. **Inclusion and equality** All learners are included, engaged and involved in the life of the school through increased, targeted and tracked wider achievement. Outdoor spaces are used effectively to promote positive relationships and wellbeing.	**Wellbeing** The community know, understand and use the wellbeing indicators as an integral feature of school life. **Fulfilment of statutory duties** All staff and partners continue to adhere to the legislative framework related to wellbeing, equality and inclusion. **Inclusion and equality** We understand, value and celebrate diversity and challenge discrimination by working with our EAL services to create a culturally inclusive curriculum.	**Wellbeing** Staff and partners create an environment where children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. **Fulfilment of statutory duties** All staff and partners continue to adhere to the legislative framework related to wellbeing, equality and inclusion. **Inclusion and equality** We embed planning for a culturally inclusive curriculum.
3.2	**Attainment in literacy and numeracy** Engage with the updated CEC Numeracy and Literacy Progressions. Embed a whole school approach to mental agility will in numeracy. Support staff trained in targeted numeracy and literacy interventions. **Attainment over time** Staff use benchmarks to make confident professional judgements about how well children are learning and progressing. Introduction of the new CEC pupil tracker system.	**Attainment in literacy and numeracy** Implement the Numeracy and Literacy Progressions to support planning, teaching & assessment. Introduce a focus on oracy based writing pedagogy to increase attainment in writing and literacy in general. Support staff teach targeted numeracy and literacy interventions. **Attainment over time** Staff use the CEC Literacy and Numeracy progression pathways. Continue to use the new CEC pupil tracker system.	**Attainment in literacy and numeracy** Embed the Numeracy and Literacy Progressions to support planning, teaching & assessment. Continue an oracy based writing pedagogy to increase attainment in writing and literacy. Support staff teach targeted numeracy and literacy interventions. **Attainment over time** Staff continue to use the CEC Literacy and Numeracy progression pathways. The new CEC pupil tracker system I embedded in practise.

	Overall quality of learners' achievement The language of the four capacities is introduced to learners. **Equity for all learners** Children are engaged in their learning and participate in decision-making about their learning pathways. Use the Leuven scale to assess engagement in learning, focusing on quintile 1 children. Attendance is raised, especially for children living in Quintile 1. Promote equity of success and achievement for our children facing challenges such as care experienced, those from our most deprived areas, young carers, those with additional support needs.	**Overall quality of learners' achievement** The language of the four capacities is adopted by the community. Opportunities are offered to develop in each of these areas with a focus on global citizenship. **Equity for all learners** Utilise accreditation where appropriate, to recognise and celebrate achievement (Rights respecting school award, young carers award, digital). Continue to promote equity of success and achievement for our children facing challenges such as care experienced, those from our most deprived areas, young carers, those with additional support needs.	**Overall quality of learners' achievement** Continue to develop the four capacities through global citizenship. **Equity for all learners** Children have a say in the quality of their learning experiences and how to improve through using the 'wee Hgios'. Continue to promote equity of success and achievement for our children facing challenges such as care experienced, those from our most deprived areas, young carers, those with additional support needs.
Additional Q.I. 2.2	**Rationale and design** The whole school community will revise and update our curriculum rationale which has a clear vision and rationale shaped by the shared values of the school and its community.	**Development of the curriculum** We will review and refresh our curriculum, drawing on the latest educational insights and ongoing discussions within our school community.	**Learning pathways** There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.

Improvement Priority 1	
Priority	High Quality Teaching and Learning
Person(s) Responsible	Headteacher, Principal Teacher
Next Steps from Standards and Quality Report	• School leads to ensure collegiate sessions develop quality learning and teaching. • Professional dialogue to create conditions where feedback impacts on consistency and highly effective practice across stages. • All staff must ensure improving the consistency and quality of learning and teaching remains a key improvement priority.

HGIOS 4 QIs	NIF Priority
QI 1.3- Strategic planning for continuous improvement QI 2.2- Learning pathways QI 2.3- Learning, teaching and assessment QI 3.2- Raising attainment and achievement	To improve the learning progress of every child, by reducing inequality in education. To improve attainment for all, particularly in literacy and numeracy.

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?)
Quality of Teaching All staff must ensure improving the consistency and quality of learning and teaching is a key priority through understanding the features of an effective lesson.	Professional learning focused on the area of formative assessment within the Teacher's charter.	Teachers engage in Self-reflection audit – using challenge questions from HGIOS 2.3 to celebrate success and identify next steps. Professional reading- Rosenshien's principles of instruction, Shirley Clarke's 'Outstanding formative assessment' and Bruce Robertson's 'Power up your pedagogy' in CATs. Edinburgh Learns 'formative assessment' modules	Most pupils will be involved at the planning stage of learning. Most pupils will discuss together, plan together, cooperatively improve each other's learning. Almost all numeracy and literacy lessons will begin with a learning objective, success criteria, meaningful starter, making links to prior learning. All teachers use effective questioning to check pupils' understanding and provide feedback about learning. Reviewing/summarising of previously taught material will be consistent across all classes.	Shared classroom experiences SLT classroom observations Pupil 'wee HGIOPS' learner participation in self-evaluation. Teacher self evaluation. Leuven scale of Engagement snapshot data collated three times in the session evidences an improvement in engagement, with a key focus on SIMD 1s and 2s.
Tracking & Monitoring- Teachers gathering of a range of data and information to monitor and track progress for all learners, is inconsistent.	Implement the new 'CEC Pupil Tracker' monitoring system.	Pupil Tracker Training: 4 hours 2 x 2 hours CATs	Improvement in ACEL data using benchmarks to track key pupils. Minimum of 75% ACEL. Targeted support identified early. Fewer discrepancies between teacher judgements and SLT on moderation and quality assurance. Increased reflective practise.	Termly attainment meetings with class teachers and SLT. Completion of NSAs for P1, P4, P7 Discussion in Teacher PRDs.
Evaluation (January, May)				

Improvement Priority 2

Priority	Ensure Learning for Sustainability underpins our curriculum and culture, providing opportunities for learners to be active participants in their learning and agents of change.
Person(s) Responsible	Callum McPheely & Helen Peoples
Next Steps from Standards and Quality Report	• Foster a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change. • Submit our evidence to achieve our Silver level of Rights Respecting schools award. • Staff continue to have ownership of the vision, values and aims and work towards embedding these across our wider community. • Opportunities for all pupils to develop their leadership skills and contribute to the life of the school and in leadership committees. • Ensure all learners will have access to high quality, engaging and varied outdoor learning experiences on a weekly basis.

HGIOS 4 QIs	NIF Priority
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion	Placing the human rights and needs of every child at the centre of education. Improvement in children and young people's health and wellbeing.

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?)
Culture; Staff need to be inspired to make a professional commitment to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world.	The whole school community will work collaboratively teaching and learning about rights, through rights and for the rights of others by engaging in the Rights Respecting School progamme (Helen Peoples)	Community undertake actions outlined in RRSA School Action plan to support Bronze accreditation.	Children can clearly explain the key rights outlined in the United Nations Convention on the Rights of the Child (UNCRC) and how they apply to them and others. Pupils actively participate in discussions and activities related to UNCRC in their communities.	Action plan evidence submitted for Bronze application.
Curriculum Our curriculum rationale should be underpinned by UNCRC. It needs to demonstrate the interconnectedness of the school and community in improving learning and outcomes for children.	We will engage all stakeholders' views to evaluate the relevance of our vision, values and aims and update if necessary.	Quantitative and qualitative data sought from all stakeholders to determine views on current curriculum rationale. Pupil competition to design mascot for our values.	All stakeholders contribute to the rationale, design and ongoing development of the curriculum. All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.	Pupils use the correct language of our V,V,A in focus groups. Display of progress towards reinvigorated Curriculum rationale. Regular feedback from stakeholders.
Curriculum; Staff will begin to develop skills in delivering high quality, rich curricular experiences for all learners in sustainability.	Sustainability champion (Callum) role undertaken. Pupil 'vertical learning groups' will align to sustainable development goals. All learners will engage in activism to support change.	Learners participate in whole school learner conference.	All staff have ownership of the LfS vision and think critically and share practice effectively through networks	Audit and review curriculum to ensure that LfS is an entitlement for all. Education Scotland's Self-evaluation and improvement framework'. Learner conversations with pupil leadership groups.
Campus/Community; Learners have limited access to high quality, engaging outdoor learning experiences on a weekly basis.	Partnerships to connect pupils to their local communities. Pupils engage in learning in their local community.	Create outdoor learning policy. Create a '50 ways to explore outdoor learning at RM'.	All learners will participate in at least one outdoor lesson a week including regular visits to local places within walking distance.	Pupil friendly 'HGIOS' where House Captains observe outdoor learning lessons. Pupil wellbeing survey.
Evaluation (January, May)				