



Roseburn Staff Feedback on School Improvements

Summary for School Improvement Plan (May 26)

Overall Priority: Strengthen Consistency and Impact in Learning, Teaching and Targeted Support

Staff feedback highlights the need to further improve consistency in reading pedagogy, spelling pedagogy, tools for writing and handwriting practice across the school. Improving the identification of numeracy gaps is also a key area for development to ensure targeted support is well matched to learner need.

Staff value opportunities for professional dialogue, peer observation and continued embedding of the Learning and Teaching Framework to strengthen shared understanding of high-quality practice.

Targeted interventions continue to play a significant role in supporting progress. Staff consistently reference the impact of SfL groups, RWInc focus groups, hotlisting, 1–1 PSA support and PSA literacy and numeracy groups. Maintaining strong, reliable provision in Inclusion, EAL, nurture and the REC programme remains essential.

Key Next Steps

1. Develop a coherent whole-school literacy framework

- Establish shared expectations for reading, spelling, writing tools and handwriting.
- Provide progression pathways and exemplars to support consistency across stages.

2. Strengthen assessment and targeting in numeracy

- Improve identification of gaps using consistent assessment approaches.
- Align targeted PSA and SfL support with identified need and track impact.

3. Enhance professional collaboration

- Increase structured opportunities for professional dialogue and peer observation.
- Use the Learning and Teaching Framework to guide shared understanding of effective practice.

4. Improve the effectiveness of targeted interventions

- Monitor progress of learners in RWInc, SfL, hotlisting and PSA groups.
- Ensure interventions are time-bound, evaluated and adapted based on learner progress.

5. Maintain and strengthen inclusive support systems

- Ensure consistent delivery of Inclusion, EAL and nurture support across the week.
- Continue the REC programme and align support with individual learner needs.

6. Provide focused professional learning

- Prioritise literacy pedagogy, numeracy gap-analysis and inclusive practice.
- Link professional learning to observed needs and SIP priorities.