



Balmerino Primary School and Nursery Class School Improvement Plan 2025-6

Drafted in June 2025

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Our School. Our Future.

Context

This document should be read alongside the Standards and Quality Report. It has been written with consideration to the evidence noted in that document. Our work in session 2024-5, analysis of data and understanding of the current educational context and Fife priorities has led to the establishment of these Focussed Improvement Priorities for this coming year:

- By June 2026, there will be a clear set of school values to support relationships and behaviour and anti-bullying work **in P1-7**. School values will be distinct from skills for life and work/meta skills and there will be evidence that the values are being lived by all members of the school community to ensure the environment feels safe and inclusive for all.
- By June 2027, there will be an effective system in place to plan with children across **P1-7** so that they are further involved in setting their next steps and further able articulate their learning. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across all areas of the Broad General Education (BGE).
- By June 2026, all **P1-7** teaching staff will have engaged with professional learning on the use of digital technology to support and enhance the delivery of high-quality learning, teaching and assessment.
- By June 2026, universal strategies will be in place across the **nursery** class to secure all children's progress with a particular focus on those who require additional support.

Following an unsettled period in terms of staffing in 2024-25, these priorities give opportunity for revisiting and ensuring last year's work is fully embedded while still moving forward with the needs the staff team have identified and the requirements placed upon us as a Fife Council school.

Abbreviations used:

SLT – school leadership team – headteacher and principal teacher (HT and PT)

PSA – Pupil Support Assistant

EYO – Early Years Officer

BGE – Broad General Education – the phase of learning from Nursery to S3 where your child learns in all 8 curricular areas: Maths and Numeracy, Languages, Health and Wellbeing, Religious and Moral Education, Expressive Arts, Sciences, Technologies, Social Subjects. Click here to learn more: <https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

eLips – focussed literacy observations we make in Nursery to gauge children's strengths and any development areas in their language acquisition

BASE – online assessments we use of the start and end of P1 to give a base line for learning in Maths and Literacy and a gauge of progress

SNSA – Scottish National Standardised Assessments – online assessments completed in P4 and 7 to give diagnostic assessment of next steps and to allow us to monitor progress over time

SfL – Support for learning

Education Directorate Improvement Plan: Equality and Equity/Health and Wellbeing				
<p>Focused Priority: By June 2026, there will be a clear set of school values to support relationships and behaviour and anti-bullying work in P1-7. School values will be distinct from skills for life and work/meta skills and there will be evidence that the values are being lived by all members of the school community to ensure the environment feels safe and inclusive for all.</p>				
<p>Rationale: Our Relationship and Behaviour Policies (2021) were due for routine review in 2024/5. This was planned to happen within the context of the work and ethos of the school and so was not a School Improvement Priority. The work began in Term 1 with a significant assembly focus on anti-bullying. More information is available here: Anti-Bullying Update – September 2024 Balmerino Primary School Due to HT absence, this strategic work was not continued beyond October 2024 but the Acting Headteacher has continued to work with staff and pupils on the establishment of clear boundaries and use of restorative and inclusive practices. This good practice has been recognised by staff and parent council and shared with substantive HT on her return to ensure it continues to be built upon. Session 2024/25 has not allowed any opportunities for strategic consultation with stakeholders over the review of these policies so we are now identifying this as a school improvement priority.</p>				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion		N/A		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
By June 2026, there will be a clear set of school values to support relationships and behaviour and anti-bullying work. School values will be distinct from skills for life and work/meta skills or wellbeing indicators and there will be evidence that values are being modelled in school to ensure the environment feels safe and inclusive for all.	<p>Term 1 Work at P1-7 assemblies and in classes to review current school values – which are values and which are metaskills? Which are Wellbeing indicators? What do we all need to do to make our school feel inclusive and safe for everyone? Do our values support this? Focus on Respect for Environment, Property, Others, Self, Safety and Learning.</p> <p>Term 2 Consult parents over school values – Parent Council meetings and surveys to reach whole parent forum.</p> <p>August and November Inservice Days Review current relationships and behaviour and anti-bullying policies to ensure they capture best practice and Fife Council Policy.</p> <p>Reference to ‘Promoting Positive Relationships and Behaviour Guidance’: <i>There is recognition that the purpose of a PRBP should provide simple, practical procedures for staff and learners that:</i></p>	<p>HT has the responsibility to lead this work with the staff team. HT will lead assemblies, CTs will follow up in class and PSAs in the playground.</p> <p>PSAs and Teachers have the responsibility to engage with the work with pupils and to develop practice and implement policy.</p>	<p>Data Careful recording of incidents of conflict, bullying, injury and upset to allow progress of the work to be measured.</p> <p>People’s Views Pupils feedback – focus groups and survey Parent feedback – focus groups and survey Staff feedback – professional dialogue</p> <p>Observations Classrooms observations Playground observations</p>	<p>The work to review current school values and establish good practice will begin in August 2025 with an intention that impact will be evidenced by June 2026.</p> <p>It is likely that the further elements of this plan – review of policy to reflect good practice and embedding of meta-skills will need to be</p>

	<ul style="list-style-type: none"> • <i>Recognises behaviour as communication</i> • <i>Positively reinforces the use of language as communication</i> • <i>Promotes self-esteem and self-discipline</i> • <i>Develops appropriate behaviour responses through positive interventions</i> <p>The following principle is already in place in our Relationships and Behaviour Policy. It will be important to continue to apply this policy in the context of the joint headship: <i>We have a collective responsibility to ensure positive behaviour and relationships and, as a staff, we support each other to achieve this...The teacher timetabled to be with the class has overall responsibility for primary children. The PSA team have overall responsibility for primary pupils at playtime. The role of the Headteacher is to support all staff and good communication is a key part of this – all staff are asked to communicate concerns to the HT in a timely manner.</i></p> <p>Reference to Fife Council’s anti-bullying policy which adopts the Respect Me definition of bullying as: <i>both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Difference should be celebrated and not discriminated against.</i></p> <p>Term 3 and 4 We will engage as a staff team with the meta skills progression framework to develop our understanding of meta skills and develop strategies and routines to provide opportunities for children to develop their meta skills and to have understanding of their progress.</p>	<p>Everyone in the school community (staff, parents, pupils, visitors) has the responsibility to model the school values.</p> <p>HT will continue to be single point of contact for anti-bullying and all concerns should be directed to her in a timely manner.</p> <p>CTs will lead engagement with meta skills progression framework and the development of pupil understanding and progression.</p>		<p>continued in 2026-27 given the other commitments within this years’ plan.</p>
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Ongoing Evaluation of Priority 1

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Education Directorate Improvement Plan: Achievement/ Health & Wellbeing

Focused Priority 2: By June 2027, there will be an effective system in place to plan with children across **P1-7** so that they are further involved in setting their next steps and further able articulate their learning. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across all areas of the Broad General Education (BGE).

Rationale:

Fife Council have rolled out a new electronic tracking system (called Progress) to analyse and record tracking and interventions. This will not make significant changes to our practice in Maths and Literacy as we already have rigorous systems in place to track and record. The next step for us in terms of maths and literacy is to further develop our targeting setting to better include pupil voice and offer effective feedback to support children to identify and understand their own next steps. The elements of the new Progress System which is new to us is that we can use it to track pupil progress across the 6 curriculum areas beyond Maths and Literacy and that we will be using it for end of year reporting to parents.

In session 2024/5 we have moved our Literacy and Numeracy tracking data from TRAMS to the Progress Framework. We have input Tracking data regarding progress in the other areas of the BGE. The next step for us in terms of the 6 areas beyond Maths and Literacy is to further develop our use of curricular pathways across the school to accurately track children's progress in all areas.

HGIOS4 Quality Indicators

2.2 – Curriculum
2.3 – Learning, Teaching and Assessment
3.2 – Raising attainment and achievement

HGIOELC Quality Indicators

N/A

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By June 2027, there will be an effective system in place to plan with children so that they know their next steps and can articulate their learning. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across all areas of the Broad General Education (BGE).</p> <p>By June 2026, the expected impact is that we will have returned to our rigorous tracking in Numeracy and Literacy and that Teachers will be beginning to track across the other areas of the BGE with a view to evidence individual pupil's progress in all areas.</p> <p>Children will be able to articulate their learning in Numeracy and Literacy and identify next steps targets within their Big Picture Targets. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across Literacy, Numeracy and Health and Wellbeing.</p>	<p><u>Moderation – February 2026</u> All staff will use CfE benchmarks to engage in moderation activity linked to Numeracy</p> <p><u>Effective Feedback/Planning</u> All staff will continue to use current school planning and we will adapt as necessary to ensure we can track learning across the curriculum building on current good practice in literacy and numeracy and starting with and health and wellbeing. Staff will use the established system to set targets with children, provide feedback and involve them in setting and achieving next steps. Leading to increased learner involvement. This practice will then be shared with all staff across both schools and agreement made on good practice to inform a strategy for feedback, assessment and target setting across the BGE.</p> <p><u>Assessment</u> Professional Dialogue will support the development of assessment approaches within the curriculum beyond Numeracy and Literacy to give a picture of individuals progress through the Broad General Education (BGE) to support</p>	<p>All teaching staff will engage with these moderation exercises as per the school calendar. PT will take the lead on Numeracy Moderation.</p> <p>All class teachers</p> <p>All class teachers</p> <p>SLT will take the lead on professional dialogue sessions. All teaching staff will participate.</p>	<p>Data Analysis of attainment data in Literacy, Numeracy. Analysis of CFE and BASE/NSA data in line with our Moderation and Evaluation Framework. Over time, evaluation of data across the BGE will be added to the Moderation and Evaluation Framework but this will likely happen into 2025-26.</p> <p>People's Views Teacher views on new system Teacher professional dialogue with SLT at Planning/Tracking Meetings and Sfl Consultations Professional dialogue during sharing good practice and moderation sessions. Parent and Pupil views on their experiences with the BGE will be collected through surveys in line with our Moderation and Evaluation Framework</p> <p>Observations Forward planning documentation</p>	<p>Moderation planning will take place in early February 2026 with the evaluation happening in late March 2026.</p> <p>Professional Dialogue around effective assessment, feedback and articulation of next steps will take place on Inservice Days: November – how can we adapt our H&W planning to track learning? How can we better involve children in target setting – plan a pilot to implement by February February – feedback on pilot and agree a good practice model to pilot by May May - feedback on pilot and agree a strategy for Maths, Literacy and H&W to build on in session 2026-27 for all curricular areas.</p> <p>Tracking meetings will take place in Sep, Nov, April – as per collegiate calendar and working time agreement.</p>

	<p>Tracking in all areas, starting with Health and Wellbeing.</p> <p><u>Tracking/Progress Framework</u> We will develop our understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individuals or cohorts of children. All teaching staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements as well as moderation exercises and standardised assessment.</p>	<p>SLT will be responsible for inputting initial data and maintaining the tracking element of the Progress System.</p> <p>All teaching staff will be responsible for coming to tracking meetings with up to date assessment information to inform professional dialogue and allow for the input of tracking data.</p>	<p>Classroom observations in line with our Moderation and Evaluation Framework</p>	<p>SfL consultations will take place in Sep, Jan, April and the interventions agreed in these meetings will now be recorded in the Progress system</p>
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Ongoing Evaluation of Priority 2

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Education Directorate Improvement Plan: Achievement				
Focused Priority 3: By June 2026, all P1-7 teaching staff will have engaged with professional learning on the use of digital technology to support and enhance the delivery of high-quality learning, teaching and assessment				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		N/A		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>This is a two year Action Plan. Year 1 will focus mainly on professional learning for staff. It won't be until into year 2 that we will begin to see impact on learners experiences and skills</p> <p>By June 2026 All teaching staff will be familiar with their device and will have developed a piece of practice to showcase. All P6/7 pupils will have a good routine in place around their device.</p>	<p>5 Cluster Level Training sessions at Madras</p> <ul style="list-style-type: none"> • Out of the Box: 14th November 1.30-2.30pm • Teaching with iPad: 3rd December 3.45-4.45pm • Differentiation with iPad: 14th January at 3.45-4.45pm • Assessment and Feedback with iPad: 11th March 3.45-4.45pm • Creativity with iPad: 20th May 3.45-4.45pm <p>We will make opportunities for our staff ambassadors to create a cluster support network and to develop cluster</p>	<p>School ambassadors to provide support and professional learning opportunities for teaching staff</p> <p>All teaching staff to engage with the sessions and with their device once allocated (November)</p> <p>P6/7 teachers to support pupils to develop good routines around using their device once allocated (December)</p>	<p>People's Views Staff professional dialogue with school/cluster colleagues. Staff audit/follow up survey Staff feedback from Professional Learning activities. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of</p>	<p>Timescales for training sessions are laid out in strategic actions.</p> <p>Between January and June 2026, staff will engage with their device to develop their one piece of practice to showcase in June.</p> <p>10 hours have been allocated to Transforming Learning – 4 for inputs, 1 for showcase, 1 for travel time to Madras (2 occasions), 4 for time</p>

<p><u>By June 2027</u> All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.</p> <p>Through professional learning all staff will enhance their skills in using digital tools to offer effective feedback and set and evaluate targets (linked to priority 2)</p> <p>Children in P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work/meta skills.</p> <p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children at universal, additional and intensive levels.</p> <p>Through planned opportunities with parents, knowledge of the use of digital technology will be developed and this will</p>	<p>team to support colleagues and to share good practice</p> <p>Transforming Learning ambassadors to lead sessions at In-service Day on 11th Feb 2026</p> <p>All teaching staff to showcase and share their learning/practice at cluster level at a Showcase on 10th June 2026 – 2 collegiate hours from Working Time Agreement</p> <p>Following the strategic actions in 2025-26, it will be possible to plan an approach to meet the June 2027 aims with teaching staff.</p>		<p>digital technology to support and enhance learning experiences.</p> <p>Observations Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment – P6 and 7 term 4</p>	<p>working with iPads and prepping for showcase</p>
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ensure they can support children in their learning across the curriculum.				
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Ongoing Evaluation

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Education Directorate Improvement Plan: Achievement

Focused Priority 4: By June 2026, universal strategies will be in place across the **nursery** class to secure all children’s progress with a particular focus on those who require additional support.

HGIOELC Quality Indicators

1.3 Leadership of Change
 2.4 Personalised Support
 3.1 Ensuring Wellbeing, Equality and Inclusion
 3.2 Securing Children’s Progress

Quality Framework

Children Experience High Quality Spaces
 Nurturing Care and Support
 Wellbeing, Inclusion and Equality
 Children’s Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>The Nursery Staff team will further develop their knowledge and understanding of universal strategies to support learners with additional support needs. This will impact positively on the experiences of all children in nursery through further developing the environment, use of observations tools (to support planning for individuals) and implementation of strategies.</p>	<p>Engagement with the Inclusive Practice team over the implementation of Up, Up and Away.</p> <p>The team will support auditing, modelling, training and support.</p> <p>Develop use of technology to create sensory and calming areas/</p>	<p>All Nursery staff (peri-teacher, EYOs and PSAs)</p>	<p>People’s Views Staff dialogue</p> <p>Data ELips</p> <p>Observations Nursery observations Focus at Learning Partnership - Nov Observations tools and audits from Up, Up and Away used at key points to measure progress</p>	<p>Engagement with Inclusive Practice team will begin in August.</p> <p>The team will be at Balmerino alternate weeks – when the Peri-teacher is not. Though adjustment to peri-teacher timetable can be made where needed for training.</p>

Ongoing Evaluation

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