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AI-generated content may be incorrect. Blairhall PS Session 2025-2026 Improvement Plan**

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| **Education Directorate Improvement Plan:** Equality & Equity/Achievement | | | | | |
| **Focused Priority:**  Raise attainment through developing a cohesive assessment framework and revising personalised supports on a universal and additional level. | | | | | |
| **HGIOS4 Quality Indicators** | | **Quality Framework** | | | |
| QI 2.3 Learning, Teaching and Assessment; QI 2.4 Personalised Support | |  | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Assessment approaches are matched to the learning needs of children and used to support them to demonstrate where they are in their learning  Data analysis effectively helps to track progress, identify gaps and inform planning  Data is used to tailor universal, targeted and additional supports for learners  Learning is effectively differentiated to ensure appropriate pace and challenge for all children | * Gather baseline data about assessments staff use across the school and teacher confidence with using data to help track progress and identify gaps * Create whole school assessment framework to develop a consistent approach and clear expectations and practices for formative, summative and diagnostic assessment * Introduce Fife Progression overview for numeracy and maths and use to support professional dialogue and moderation of pace, breadth and depth * Introduce Fife Diagnostic assessments for numeracy to ensure a clear focus on children’s strengths and areas for development in numeracy * PALS introduced to support raising attainment of numeracy and literacy (focus children identified, strategies implemented and tracked using QI approaches) * Teachers to engage in peer learning visits focused on identifying approaches that effectively support learners and moderating effective learning, teaching and assessment * Staff professional learning about adaptive teaching (engaging with Sue Cowley, Adaptive Teaching’ text) | | SLT  SLT  Teachers  Individual teachers  Level Planning teams  PLCs  Acting Principal teacher  PLCs  SLT  PLCs | **Data**   * Planning & Tracking Meetings * Staff Baseline Questionnaire – assessments used & confidence using data (repeated May 26) * Audits of Universal supports used * Learning Partnership feedback * Assessment data * Attainment data   **Views**   * Blairhall Blethers * Family SIP priority questionnaire * Children SIP priority questionnaire * Staff SIP priority questionnaire   **Observations & Monitoring**   * PLC agendas and minutes * Learning Partnership visits * SLT visits to classes * Lesson study peer visits to classes * Lesson study reflection sheets from individual teachers | June 25  From Sept 25  August 25  Term 2  By end Term 1  Term 1 onwards  Term 3 |
| **Ongoing Evaluation** | | | | | |
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| **Education Directorate Improvement Plan:** Achievement/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority:**   * Embed digital approaches to learning and teaching across the curriculum * Support inclusive and accessible learning * Enhance teacher capacity & confidence in technology integration | | | | | |
| **HGIOS4 Quality Indicators** | | **Quality Framework** | | | |
| Focus QIs  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and achievement | | Other relevant Qis  1.3 Leadership of Change  2.2 Curriculum  2.6 Transition  3.3 Increasing creativity and employability | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children are supported to learn through personalised approaches to learning, assessment and feedback, enhanced by digital tools  All teachers engage in professional learning which leads to improved teacher confidence in effectively embedding digital tools in learning.  Embedded use of digital tools in P6 & P7 improves almost all children’s collaboration, communication and digital literacy skills.  Parents and carers are supported to actively and  meaningfully engage in their children’s learning and life at school and learning at home.  Children and young people are innovative, confident and responsible in the use of technologies  and staying safe online. | * Teacher engagement with Transforming Learning Team core offers, including iPad functionality, accessibility tools, JAMF Teacher, Apple Classroom, Showbie * Staff explore resources and self-led professional learning available on the Apple Education Community * P6 & P7 children’s deployment sessions with Transforming Learning Team * Progression of digital citizenship lessons to be created and delivered to P1-7 * Creation of a Digital Charter * Baseline data gathered from staff, children, families to identify current confidence, capacity and appropriate next steps for sustaining best digital pedagogy * All staff to select and use a new digital tool on the iPad and share what they have done with cluster colleagues through professional dialogue | | All teachers  Transforming Learning Team  Teachers  Transforming Learning team  P6 & P7 teachers  Digital Leader committee  Digital Leader committee  SLT  Teachers | **Data**   * Planning & Tracking Meetings * Staff Baseline Questionnaire about current confidence, capacity and next steps for digital pedagogy (repeated May 26) * Children Baseline Questionnaire about current confidence, capacity and next steps for digital pedagogy (repeated May 26) * Family Baseline Questionnaire about current confidence, capacity and next steps for digital pedagogy (repeated May 26) * Learning Partnership feedback * Digital Leader committee planning and minutes * PRDs   **Views**   * Tulliallan Talks (children’s voice groups) * Family survey * Family SIP priority questionnaire (April 26 – compared to April 25 results) * Children SIP priority questionnaire (April 26 – compared to April 25 results) * Staff SIP priority questionnaire (April 26 – compared to April 25 results)   **Observations & Monitoring**   * PLC agendas and minutes * Learning Partnership visits * SLT visits to classes as outlined in Quality Assurance calendar * Range of software used to support assessment, feedback and pedagogy * Range of accessibility tools in use * Digital Citizenship Charter | Aug 25-March 26  Ongoing  Dec 25  By Apr 25  By Oct 25  Aug 25  Term 4 |
| **Ongoing Evaluation** | | | | | |
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**Session 2025-2026 Improvement Plan – PEF Plan**

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| **Pupil Equity Fund allocation for session 2025/26** | **£7371** | |
| **School Context** | | |
| Blairhall Primary & Nursery is a non-denominational school serving the villages of Blairhall, Comrie and surrounding areas. We currently have 3 multi-composite classes, P1-7, and a term-time nursery offering all-day places from 9am-3pm. We work in partnership with Tulliallan PS & Nursery under a Joint Headship. This provides opportunities to learn with and from one another: staff and children collaboratively lead improvements, capitalising upon the strengths of each school, but also reflecting the unique qualities and needs of each.  FME: 31.3%  SIMD: Average profile is 5.1  ASN: 21.2%  Nursery school roll: 32  Primary 1 to Primary 7 roll: 66  Total roll N-P7: 98 | | |
| **Cost of the School Day** | | |
| We recognise the need to reduce the Cost of the School Day for all our children, and particularly for our children who are already experiencing poverty. We try to keep costs as low as possible when thinking about school life. Some of the steps we have taken to reduce the cost of the school day are setting up Blairhall Vinted for people to swap or take some pre-loved school uniform; working with Fife Active Schools to offer free sports clubs like football; making use of local transport where possible when planning trips; having toast in classes twice a week for all children; and using funds raised by Blairhall Bakes to fund things like cooking in school. | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – children/parents/community etc.) | | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) |
| * All children, staff, and nursery and P1-7 families have had the opportunity to feedback on improvement priority work through questionnaires * children’s ongoing feedback has been collected through Blairhall Blethers, assembly groups, children’s committees, and class discussions. * Pupil wise, parent wise and staff wise surveys were carried out * There have been termly Parent Council discussions * Children’s Diversity and Equity baseline and progress questionnaires * Children, families and community members were part of our Centenary Planning Group | | We have not engaged in participatory budgeting for our PEF allocation but do consult with children and families on a regular basis about school improvement planning. |

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| **Rationale: Additional PSA hours to support literacy interventions** | | | **Amount of Fund allocated £7371** | |
| A number of learners across P1–P5 are experiencing difficulties with phonics, decoding, and high-frequency word recognition. These foundational skills are essential for developing reading fluency and comprehension. Interventions such as the Five Minute Literacy Box and Ten Minute Literacy Box are evidence-based tools proven to support targeted learners in developing early literacy skills. In addition, the PALS (Peer-Assisted Learning Strategies) reading buddy system promotes both reading confidence and social engagement. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on children**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of children)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| Improved phonological awareness and decoding skills.  Increased confidence and enjoyment in reading.  Narrowing of the literacy attainment gap | * Increase targeted support during literacy sessions. * Five Minute Literacy Box used with P1 children daily to build strong phonics and word recognition foundations. * Ten Minute Literacy Box used daily with identified P2–P5 learners who require additional support with literacy. * PALS Reading Buddies: daily ten-minute sessions focused on high frequency words and phonics | * Pre- and post-intervention assessments of phonics and high-frequency word recognition. * Literacy tracking data showing improved attainment in identified learners. * Pupil voice feedback on confidence and enjoyment in reading and Metaskills. * Teacher observations of improved engagement and progress in literacy tasks. | |  |