



Blairhall PS Session 2026-2027 Improvement Plan



Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Ensure consistent whole-school approaches to learning, teaching and assessment through the development of progressive curricular frameworks and high-quality moderation.				
HGIOS4 Quality Indicators		Quality Framework		
QI 2:2 Curriculum; QI 2.3 Learning, Teaching & Assessment		QI 3.2 Raising Attainment, QI 1.3 Leadership of Change; QI 3.1 Equality, Wellbeing & Inclusion		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
As a result of consistent implementation of progressive literacy, numeracy and IDL frameworks, children will experience increasingly consistent learning pathways across all stages, resulting in improved attainment and reduced variation between cohorts. P1 literacy attainment will increase from 73% to at least 80%, while maintaining numeracy attainment above 85%. P6 literacy attainment will increase from 38% to at least 50%, with a specific improvement in writing attainment. Variability in children's experiences will be reduced, with staff demonstrating a shared understanding of progression, standards and pedagogy, leading to more equitable outcomes for children, including those requiring	- Gather P1-7 baseline data about staff, family and children's knowledge of support and progression in literacy, social studies, and numeracy - Nursery conduct audit of indoor and outdoor provision and develop 'Maths Friendly Spaces' - Develop and embed whole school numeracy and Maths framework to be used in conjunction with Fife Numeracy & Maths Progression Overview. - Develop and embed whole school literacy framework for writing and reading text type progression, in line with Fife's Reading and Writing assessment packs. - Develop and embed whole school IDL framework. - Develop numeracy and Maths experiences across indoor and outdoor nursery provision, using agreed numeracy pathway and play-based approaches. - Professional learning for EYOs about effective numeracy and Maths experiences in the Early Years: - Fife EY 'Understanding Numeracy' online module.	SLT Nursery team Teachers Teachers HT & Acting Principle teacher Nursery team Nursery teacher HT	Data - Planning & Tracking Meetings - Staff Baseline Questionnaire – views on supports and progression for literacy, IDL and numeracy (repeated May 27) - Children Baseline Questionnaire – views on supports and progression for literacy, IDL and numeracy (repeated May 27). - Family Questionnaire – views on supports and progression for literacy, IDL and numeracy (repeated May 27). - Nursery Maths Friendly Spaces audit (repeated May 27) - Learning Partnership feedback - Assessment data - Attainment data Views - Blairhall Blethers (children's voice groups) - Family Baseline Questionnaire about supports would like to help support children's learning at home & to ensure clarity about progression - Family SIP priority questionnaire (April 27 – compared to April 26 results)	Aug 26 Aug 26 May 26 then from Aug 26 May 26 then from Aug 26 From August 26 From Term 1

additional support and those affected by poverty. Children increasingly demonstrate the ability to apply literacy and numeracy skills independently and across contexts, including IDL, showing greater depth, confidence and transfer of learning. Teachers' confidence and accuracy in assessment is strengthened through high-quality moderation, resulting in more reliable professional judgements and more precise planning for next steps in learning to support all children.	○ Further learning about conceptual numeracy approaches to deepen understanding of learning from Fife module • PSAs engagement in professional learning about the role of the PSA in supporting literacy and numeracy. • Develop clear guidance for N-P7 families, aligned to progression frameworks, showing how families can support learning at different stages. • Teacher engagement in peer learning visits to support use of reading & writing text types, feedback, digital platforms. • Termly moderation of literacy/Maths/IDL built into planning meetings and PLC meetings. • Develop and implement a whole-school moderation proforma to provide a consistent structure for professional dialogue in PLCs (include clear focus area, evidence discussed, reflective prompts, agreed standards and identified next steps). • P4-7 focus on improving writing through Writing QI methodology.	SfL teacher SLT Teachers SLT PLCs SLT PLCs P4/5/6/7 teacher and HT	• Children SIP priority questionnaire (April 27 – compared to April 26 results) • Staff SIP priority questionnaire (April 27 – compared to April 26 results) • Learner Voice: Children can explain how they use literacy and numeracy skills in different contexts; Learners identify strategies they apply independently • Learner and staff feedback highlights positive impact on confidence, collaboration and regulation Observations & Monitoring • PLC agendas and minutes • Learning Partnership visits • Long-term planning overview • SLT visits to classes as outlined in Quality Assurance calendar • Teacher peer visits to classes • Literacy learning walls • Context learning walls • Maths learning walls • Moderation records • Nursery DRP and floorbooks • PLJs	From Sept 26 Termly From Sept 26 From Oct 26 From Aug 26
Ongoing Evaluation				
SEE SIP FLOORBOOK				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Personalised Support				
Focused Priority: Priority 2: To ensure all learners experience consistently high-quality learning, teaching and assessment through the effective use of digital technologies and robust feedback practices.				
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)	Timescale s
All learners consistently experience high-quality learning, teaching and assessment, supported by clear whole-school expectations and effective use of digital tools, leading to greater consistency and continuity in practice across N–7. Children demonstrate an improved understanding of their progress and next steps, with feedback that is timely, specific and purposeful, resulting in accelerated progress in learning and improved quality of learner work over time. Children take ownership of their learning, using feedback to identify strengths, address gaps and improve their work, and confidently engage in peer and self-assessment, supported by digital approaches.	- Professional learning for all teachers, EYOs and PSAs on use of Showbie to support: - Teachers – assessment, feedback, class management - EYOs - supporting children to engage with digital learning experiences, upload photos and videos - PSAs – supporting learners, uploading evidence, inclusive practices - All teachers to complete Showbie Educator training. PSAs and EYOs to complete selected modules within this. - Whole school digital learning policy developed (adult and child friendly), including developing whole school expectations for Showbie to ensure progression and consistency across stages (Nursery to P7). - Digital learning journals moved from Teams to Showbie, and school expectations revised to ensure a cohesive framework. - Parent workshops held about feedback approaches, Digital learning, Showbie. - Produce concise, parent-friendly guidance explaining:	Transforming Learning Ambassadors Teachers, PSAs, EYOs SLT Digital Leaders Class teachers Digital Leaders	Data - Planning & Tracking Meetings - Staff Baseline Questionnaire about current confidence, capacity and next steps for effective learning, teaching and assessment, digital technologies and feedback (repeated May 27) - Children Baseline Questionnaire about current confidence in talking about next steps in learning and how feedback is used to support them (repeated May 27) - Learning Partnership feedback - Assessment data - Attendance at family workshops & feedback from these - Comparison of learner work before and after feedback shows measurable improvement Views	Term 2 onwards From September 26 Term 4 Term 2 onwards Term 3

Effective use of digital technologies improves accessibility and inclusion, ensuring that learners who require additional support are better able to engage with feedback and learning tasks, contributing to more equitable outcomes. Children develop strong digital skills for learning, life and work, demonstrating creativity, responsibility and confidence in the safe and appropriate use of technology, supporting wider achievement and employability skills. Parents and carers are better informed and more actively engaged in their children's learning, with increased confidence in understanding feedback and supporting next steps at home, contributing to improved learner progress and engagement.	○ What high-quality feedback looks like. ○ How parents can use digital feedback to support next steps at home. • Teachers and PSAs engage in moderation about creative approaches to learning, teaching, and assessment supported by use of digital platforms. • Professional learning and moderation of quality feedback and AifL strategies, linked to progression frameworks and success criteria. • Establish regular and structured opportunities for learners to engage in peer assessment and self-evaluation through learner conversations, supported by digital tools where appropriate. • Refresh the whole school feedback strategy with clear expectations for teacher, learner and peer feedback, including digital and written approaches. • EYO professional learning about apps and other technology that supports learner voice. • All teachers to develop confidence in the use of one or two apps (e.g. Bookcreator, Adobe) to enhance learning, teaching, assessment. • Develop whole school yearbook on Bookcreator that Nursery-P7 will contribute to throughout the year.	Transforming Learning Ambassadors Teachers PSAs Acting PTs Class teachers PLCs SLT Tulliallan Talks/Blairhall Blethers focus group Nursery team Teachers Transforming learning ambassadors	• Blairhall Blethers (children's voice groups) • Family survey • Family SIP priority questionnaire (April 27 – compared to April 26 results) • Children SIP priority questionnaire (April 27 – compared to April 26 results) • Staff SIP priority questionnaire (April 27 – compared to April 26 results) Observations & Monitoring • Showbie monitoring • PLC agendas and minutes • Learning Partnership visits • SLT visits to classes as outlined in Quality Assurance calendar • Lesson study peer visits to classes • Range of software used to support assessment, feedback and pedagogy • Digital learning policy • Feedback strategy • Jotter quality assurance: Jotter and digital sampling confirms feedback is acted upon; Evidence of improvement linked directly to feedback provided	Term 3 From Term 2 Term 2 onwards Term 2 Term 4 Term 3 From term 1 From August 26
Ongoing Evaluation – SEE SIP FLOORBOOK				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority 3: Ensure consistent whole-school approaches to nurture.				
HGIOS4 Quality Indicators		Quality Framework		
QI 3.1 Equality, Wellbeing & Inclusion		QI 3.2 Raising Attainment, QI 1.3 Leadership of Change		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Almost all children demonstrate increased emotional literacy, resilience and self-regulation, with children able to identify and use a range of regulation strategies appropriate to their needs. Evidence from learner voice and wellbeing surveys shows improvement from August 2026 baseline measures. Consistent whole-school nurture approaches are embedded across all classes, resulting in predictable, safe environments and improved engagement in learning. All learners, particularly those with ASN and those affected by poverty, experience equitable and inclusive support, with universal and targeted nurturing approaches reducing barriers to engagement and improving readiness to learn. Improved wellbeing, inclusion and engagement will contribute to attendance increasing from 90.92% to the school stretch target of 92.7% by May 2027.	- Gather P1-7 baseline data about staff, family and children's understanding of nurturing approaches, whole school approaches, classroom practice and environment. - Teacher, EYOs and PSAs engagement in professional learning about Zones of Regulation - Revise and embed whole school expectations around universal classroom supports, including use of calm areas, sensory and emotional regulation tools. - Introduce calm kits for each classroom with charters for use - Introduce Zones of regulation in all classes and develop understanding of children and staff about individual toolkits.	SLT SfL teacher All staff Teachers PSAs Children Wellbeing committee APT	Data - Staff, children and family Baseline Questionnaire (repeated May 27) - Learning Partnership feedback - Individual plans and toolkits Views - Blairhall Blethers - Family SIP priority questionnaire April 27 - Children SIP questionnaire April 27 - Staff SIP priority questionnaire April 27 - Learner Voice: Children can explain how they resolve conflict and deal with their emotions. - Learner and staff feedback highlights positive impact on confidence, collaboration and regulation Observations & Monitoring - Learning Partnership visits - SLT visits to classes as outlined in Quality Assurance calendar - Zones of regulation displays and toolkits	Aug 26 From Aug 26 From Aug 26 From Sept 26 By Dec 26 By Oct 26

• 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 SIP and children's leadership questionnaires.	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 (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £	
Self-evaluation evidence highlights an increasing number of children with additional support needs, including learners who are non-verbal and those with significant communication and interaction difficulties. These learners require specialised, relationship-based and sensory approaches to support: • communication development • engagement with learning • emotional regulation Observations and staff feedback indicate that: not all learners are consistently able to engage meaningfully in play, social interaction or playground experiences. There remains a gap in ensuring that all learners can access inclusive, high-quality play experiences; and that targeted learners develop communication, interaction and self-regulation skills which underpin readiness to learn. This is a priority in order to: improve equity and inclusion for learners facing barriers to engagement; reduce the risk of disengagement and dysregulation impacting on attainment; support the development of foundational skills for learning, directly contributing to improved outcomes over time.			
Expected Impact (What is the expected impact on outcomes for children and young people)	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
Targeted learners demonstrate improved engagement, communication and interaction skills, including increased use of verbal/non-verbal communication. Children show increased self-regulation, confidence and participation in play and learning contexts.	PSA-led play-based interventions for targeted learners: • Use of play boxes designed to develop: ○ turn-taking and interaction ○ communication skills ○ early literacy/numeracy through play • Planned opportunities for 1:1 and small group interaction • Training and implementation of intensive interaction approaches • Use of sensory strategies and resources to support regulation and engagement • Consistent use of communication-supportive strategies (e.g. modelling, visual supports)	Data • Reduction in recorded incidents of dysregulation or disengagement for targeted learners • Increased participation rates in playground and group activities • Tracking shows improvements in engagement and readiness to learn Views Learners demonstrate and report increased: • confidence in social interaction; enjoyment of play opportunities.	What has been the impact? Have you met your original expected impact?

All learners benefit from more inclusive and purposeful play experiences, particularly within the playground, supporting wellbeing and positive relationships. Learners who previously experienced barriers demonstrate improved readiness to learn, contributing to longer-term improvements in attainment.	Playground and wider play support for all learners: • PSAs facilitate structured and inclusive play opportunities during breaks and lunchtimes • Targeted support for learners who find unstructured times challenging • Development of play opportunities that promote social interaction, creativity and cooperation	• Staff report improved: communication and interaction skills; ability of learners to engage independently in play and learning Observations Learning and playground observations show: • effective use of intensive interaction and sensory approaches • learners actively engaged in sustained play and interaction • Evidence of improved: turn-taking, communication and collaboration	
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Rationale		Amount of Fund allocated (if appropriate) £	
Targeted Attainment & In-Class Support (Literacy, Numeracy & Access to Learning) Self-evaluation evidence, including attainment data, tracking information and stakeholder feedback, highlights that children affected by poverty and those with additional support needs are not yet consistently achieving expected CfE levels in literacy and numeracy. There is a clear need to strengthen equity of access to high-quality learning experiences. Learning visits and staff feedback indicate that, where targeted support is effectively deployed, learners demonstrate improved engagement, independence and readiness to learn. The school's improvement priorities focus on embedding progressive frameworks in literacy, numeracy and IDL, alongside improving learner engagement, feedback and inclusion, which requires skilled, targeted adult support to be effective for all learners. Increasing capacity through strategic deployment of PSAs is therefore a priority to ensure: • learners can access, engage with and make progress within the curriculum • support is focused on closing attainment gaps rather than task completion • all learners, particularly the most disadvantaged, benefit from consistent, high-quality learning experiences			
Expected Impact Targeted learners demonstrate accelerated progress over time in literacy and numeracy, contributing to improved attainment. Children show increased confidence, independence and accuracy in applying core skills across contexts. Improved engagement, participation and on-task behaviour, resulting in greater access to learning.	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?) PSAs provide planned, targeted support for identified learners affected through: • Structured small group and 1:1 interventions in literacy (reading, writing) and numeracy • Support to learn key concepts linked to whole-school progression frameworks • In-class scaffolding to support learners to access core learning Support is:	Measure of Success (Triangulation of Evidence/QI Methodology) Data • Tracking shows progress for identified learners • Increased % of targeted pupils achieving expected CfE levels • Improved completion and quality of classwork Views • Learners report increased confidence and understanding of learning • Staff report improved independence and engagement Observations	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?)

Increased equity, with reduced variability in learners' experiences and outcomes across classes.	- Clearly directed by class teachers and linked to planning and tracking - Focused on building independence, rather than task completion - Responsive to individual learner needs (cognitive, social, emotional)	- Learning visits show PSAs effectively: - Supporting access and independence - Reducing barriers to learning participation - Evidence of learners applying supported skills independently in class tasks	
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APPENDIX F – OFFICER FEEDBACK

Name of Establishment: Blairhall PS

Name of Headteacher: Nicola Bow

Education Manager: Karen Lees

Standards and Quality Report Session 2025-2026

Context						
Demographic Vision, values and aims	Completed		Still to be completed			
Attendance	Completed		Still to be completed			
Exclusions	Completed		Still to be completed			
Summary of consultation with stakeholders	Completed		Still to be completed			
Attainment Scotland Fund Allocation (PEF)	Completed		Still to be completed			
Cost of the School Day statement	Completed		Still to be completed			
Summary of consultations with stakeholders	Completed		Still to be completed			
Progress and Impact						
Priority 1	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 2	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 3	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact	Comments:					

Clear impact shown for children and young people	
Next Steps Limited number of next steps	Comments:
Add more rows as required	
Improving Outcomes	
Attainment Overview Completed	Comments:
Evaluative Statement about Attainment	Comments:
PEF Progress and Impact reported	Comments:
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	Comments:
Evaluations(6-point scale)	Comments:
External Feedback	Comments:

Improvement Plan Session 2026-2027

	Comments
Are priorities identified supporting recovery? Do they cover school, ELC and ASC?	
Are relevant QI's identified for priority identified? (including Early years if relevant)	

Expected impact • Is this focused on children and young people • Is this written evaluatively • Is this linked to data	
Strategic Action/tasks identified: • High level • Realistic	
Responsibilities • Identified • At all levels	
Measure of Success (including Triangulation of evidence/QI Methodology) • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.	
Timescales • Realistic	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by:

Date feedback given: