Burntisland Primary School

School Improvement Plan 2026-27



Belong Participate Succeed

Education Directorate Improvement Plan: Achievement

Focused Priority 1: Children's health and wellbeing will improve as a result of well considered programmes and clear and consistent policy application.

HGIOS4 Quality Indicators
1.2 – Leadership of Learning
1.3 – Leadership of Change
2.2 – Curriculum
2.3 – Learning, Teaching and Assessment
3.1 – Ensuring wellbeing, equality and Inclusion
3.2 – Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience planned, progressive learning experiences across the health and wellbeing (HWB). All staff will track children's progress across HWB and use assessment evidence to support professional judgements to ensure children experience consistent and progressive learning. Staff, pupils and parents will be clear about contents of new Fife policies on Bullying and Positive Relationships. This will inform approaches in school.	**Professional Learning Activity** As part of collegiate sessions staff will engage in professional dialogue on assessment of HWB. All staff will engage with the new Fife policies on Bullying and Positive Relationships. This will ensure consistent and fair approaches at all stages as school policy aligns with council policy. **Forward Planning** All staff will use the progression pathways to ensure planned learning experiences are progressive for all children. The HWB curriculum will be revised to include Being Cool in School and a focus on Equality and Diversity. **Tracking and Monitoring**	SLT All Staff	**Data** HWB attainment on progress Teacher talk times HWB survey data **People's Views** Teacher professional dialogue Parent/carer views at parent council Children's views gathered through class groups and pupil focus groups **Observations** Forward planning documentation monitoring Jotter sampling Classroom observations	Aug 26 – June 27

Children will develop their meta-skills through their work in outdoor learning and health and wellbeing.	HWB tracking will be enhanced through recording of teacher talk times and use of data from the HWB survey to target interventions Bullying data will continue to be added to Seemis. **<u>Reporting</u>** All staff will engage in moderation of written reports, working with peers to ensure consistency and quality of reporting. Meta-skills reporting will be reviewed to ensure a more progressive approach and reduce repetition for parents and children in reports.			
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement

Focused Priority 2: Children will benefit from progressive planning in numeracy, which is linked to core resources and key assessments.

HGIOS4 Quality Indicators
1.2 – Leadership of Learning
1.3 – Leadership of Change
2.2 – Curriculum
2.3 – Learning, Teaching and Assessment
3.1 – Ensuring wellbeing, equality and Inclusion
3.2 – Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Children will make increased progress in numeracy due to more consistent planning. Children's attainment will be improved by better use of assessment data to drive planning, learning, and teaching. Staff confidence in achievement of a level and alignment with national standards at key stages will increase.	**Professional Learning Activity/ Planning, Tracking and Monitoring** As part of collegiate sessions staff will engage in professional learning activity focusing on new numeracy plans. Staff will pilot new planning formats and consider what changes are required, if any. Staff will review approaches to assessing numeracy to ensure proportionate and manageable assessments are used, which then inform teaching and learning. Staff will engage in CLPL focusing on teaching numeracy and maths effectively. At P6&7, and increasingly at other stages, iPads will be used to enhance learning. **Resources**	SLT All staff	Observations of learning Pupil focus groups Jotter monitoring	Aug 26 – June 27

	Numeracy plans Fife assessments Current baseline assessments **<u>Reporting</u>** Staff confidence in achievement of a level in numeracy will improve, specifically where expectations of attainment at key stages can be higher than National benchmarks define.			
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement

Focused Priority 3: A consistent approach to planning, teaching and assessing literacy across the school leading to improved outcomes for children through improved attainment in literacy

HGIOS4 Quality Indicators
1.3 Leadership of change
2.3 Learning, Teaching and Assessment
2.4 Personalised support
3.2 Raising Attainment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Children's attainment in reading and writing will be increased through consistently high-quality approaches to learning and teaching. Staff will continue to use the Fife Reading and Writing pack at all stages in the school to assess progress and tailor teaching to match children's next steps, which will accelerate children's progress. Staff will begin to use the Fife Listening and Talking pack to improve planning, teaching, learning and assessment in this aspect of literacy. Children will be more confident using steps to success to identify their own progress and be more clear about what they are learning and how they can	**Professional Learning Activity** As part of collegiate sessions staff will engage in professional learning activity focusing on approaches to teaching and assessing listening and talking. Staff will continue to focus on reading and writing in moderation sessions. As part of collegiate sessions staff will develop a shared understanding of standards and expectations of listening and talking at all stages of the school. We are using PEF funded probationer to second a member of staff to support literacy pedagogy. Two members of staff have been identified to participate on the Fife Reading QI programme for this session. HT taking part in national QI for school leaders programme, with a focus on literacy.	Led by SLT All staff Seconded PT (Fife QI project) Identified teachers	**Data** Analysis of attainment data in literacy Analysis of CFE and BASE/NSA/Elips data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF. **People's Views** Staff feedback Feedback from moderation activity Parent/carer views Children's views **Observations** Forward planning discussions and feedback Jotter/PLJ sampling Classroom and playroom observations	Aug 26 – June 27

improve their learning. This will enable children to better lead their own learning and that of others. Reduced attainment gap in literacy for identified pupils.	Three teachers will take part in Stephen Graham's day writing into reading input (PEF spend) – 6 days - Sept - Jan/Feb - Apr/May **<u>Planning, Tracking and Monitoring</u>** Planning meetings will support assessment within literacy. Assessment in listening and talking will be a key area of focus this year. Literacy across the week is also a focus, with links between reading, writing and listening and talking.			
Ongoing Evaluation				