

Education Directorate Improvement Plan: Achievement				
New Focused Priority 1: Re-establish a positive ethos and culture that helps to build relationships and improved learning experiences for all children.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of Change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement		<ul style="list-style-type: none"> • Leadership – Leadership of continuous improvement • Shared understanding of wellbeing • Children are supported to achieve – Children's progress 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Relationships and behaviour will be improved and linked to FC and school policy.</p> <p>Children feel that they belong and are safe and happy in the school/nursery environment.</p> <p>Children will understand that consequences can be both positive and negative.</p> <p>The school/nursery</p>	a) Revisit VVA with school nursery and associated community. Ensure VVA are clear across the school community and reflected on through learning, our environments and engagement with children.	SLT/Whole School	- Whole community surveyed and data shared to identify new VVA. - Pupil/staff views gathered. - New values launched and understood - Visible throughout school community including emails, letters, website etc. - Visible in classrooms and children can talk about them.	a. Term 2
	b) Promote success linked to our values through assembly, certificate and our achievement wall.	SLT/Pupils	- Children are able to talk about world events, disabilities, the impact they have on the world etc. (see assembly plan)	b. Term 2
	c) Re-establish weekly assemblies linked to wellbeing, equality diversity and pupil voice.	SLT/Staff/Parents	- House points and messages shared at assembly, points measured. Visibility. - Children and staff established how points could be earned.	c. Term 1
	d) Revisit the Promoting Positive Behaviour Policy to establish clear guidance on how we		- Draft PPB policy shared at	d. Term 2/3/4

<p>community will understand and live by our school values.</p> <p>Pupils will feel heard and will make meaningful improvements to our school/nursery.</p> <p>The playground is a safe and happy place to play socialize and learn.</p> <p>Pupils will have an understanding of equality, equity, diversity and inclusion.</p> <p>All pupils will have access to uniform and experiences.</p>	<p>should behave, consequences (positive and negative) and expectations of children, staff and parents. Update further when FC policy is launched.</p> <p>e) Ensure incidents are recorded effectively i.e. playground book, LPN. WBA</p> <p>f) Re-establish the pupil led House System to empower and engage pupils to enhance school/nursery ethos and being proud to be a Falkland pupil. This helps to drive the understanding that positive actions lead to positive consequences and happy children.</p> <p>g) Ensure clear systems/processes are in place so children, staff and parents are clear on school expectations.</p> <p>h) Relaunch Falkland school uniform to encourage a sense of team and belonging.</p> <p>i) Establish a Cost of the School day policy, revisiting our offering.</p> <p>j) Relaunch pupil leadership groups – RRS, Creativity, Falkland Footsteps/Active, Global Goals, Digital seeking support from parents. Our Voice Matters launched at assembly.</p>	<p>All staff</p> <p>LC/SLT</p> <p>SLT</p> <p>Pupil Council</p> <p>SLT/Parent Council/Pupil Council</p> <p>All staff and pupils</p> <p>LC</p> <p>LO/Nursery team</p>	<ul style="list-style-type: none"> - Fewer parental enquiries about behaviour as session has progressed. Parental anxieties are reduced. Reduced HS1 forms completed. - Pupil/Staff/Parentwise survey. - ELP feedback (Jan 26) - Playground feedback jotter - All pupils have access to uniform and one school trip per year. - Pupil leadership jotters - Visitor books - Volunteer numbers - Increased opportunities for children in nursery to visit school and interact with school peers. 	<p>e. Term 1</p> <p>f. Term 2</p> <p>g. Term ½</p> <p>h. Term 4</p> <p>i. Term ¾</p> <p>j. Term 3</p>
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	<p>k) Establish a Pupil Council to support the leadership team of the school using HGIOURS. PC add messages to newsletter.</p> <p>l) Continue to update and promote volunteer profile of school to enable a variety of learning opportunities to be offered to pupils.</p> <p>m) Playground pupil voice book launched with SLT noting pupil views about improvement and next steps.</p> <p>n) Encourage nursery/school links giving greater opportunities for these and empowerment to the nursery team i.e. assembly, sharing learning with school etc. to improve transition overall.</p>	<p>SLT</p> <p>Nursery/SLT</p>		<p>k. Term 1/2/3</p> <p>l. Ongoing</p> <p>m. Ongoing</p> <p>n. Term 3 and 4</p>
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
New Focused Priority 2: To ensure the whole school/nursery and individual children’s attainment journey is understood and supported.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of Change 2.4 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement		<ul style="list-style-type: none"> Leadership – Leadership of continuous improvement Children are supported to achieve – Children's progress 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Understand Falkland’s attainment position, journey and next steps for all children. Increase attainment/close gap in P1/4/7 and analyse predictions for all other year groups.	a. Analyse attainment data across school land nursery year on year and term by term using Progress, Power BI, in school assessments, NSAs/BASE and teacher voice via P + T meetings. b. Create attainment over time whole school spreadsheet c. Create and populate individual trackers for selected children linked to AOT i.e. P4, P1 and selected individuals. d. Moderation of attainment via jotters, assessments,	SLT, teaching and nursery staff SLT SLT SLT/All staff	- Attainment improvements based on triangulation of evidence at P + T meetings. - Data analysis - Moderation and jotter feedback documentation - Comparator school data - Feedback and report from ELP - Data gathered from Cluster teacher/PT - Reading PALS improvement/gains data -	a. Termly b. Termly c. Ongoing d. Term 2 – 4

	<p>pupil focus groups and NSAs using local cluster school as comparator – Freuchie PS.</p> <p>e. Access data from comparator schools – Ceres, Strathmiglo, Crail</p> <p>f. Attainment focus at ELP P1/4/7</p> <p>g. HT Attend FC attainment conference.</p> <p>h. P4 writing/handwriting and reading focus to support TLA and attainment.</p> <p>i. Ensure staff timetables have Lit/Num and HWB are a focus.</p> <p>j. Staff attend PL for writing.</p> <p>k. Liaise with Attainment Advisor and QI to explore attainment.</p> <p>l. Cluster Teacher supporting writing improvement/intervention for P4 targeted pupils to close gaps and raise attainment.</p> <p>m. Cluster PT supporting introduction of Reading PALS to develop confidence and reading of high frequency words for targeted pupils.</p>	<p>SLT</p> <p>QI/All Staff</p> <p>HK</p> <p>CA/LU</p> <p>SLT</p> <p>RD</p> <p>SLT</p> <p>SLT/LS/LU</p> <p>RO/CA/Dani</p>		<p>e. Term 3</p> <p>f. Term 3</p> <p>g. Term 3</p> <p>h. Term 2-3</p> <p>i. Termly</p> <p>j. Termly</p> <p>k. Term 2 and 3</p> <p>l. Term 3</p> <p>m. Term ½</p>
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Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority 3: 90% children demonstrating “on track” and/or increased ability and achievement in computer science and digital literacy.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement		<ul style="list-style-type: none"> • Leadership – Leadership of continuous improvement • Children play and learn – Learning, teaching and assessment • Children are supported to achieve – Children's progress 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
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. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and	Staff Professional Learning Complete staff Digital Audit As part of WTA 5 collegiate sessions will upskill staff on the use of iPads, associated apps, other digital devices such as Sphero/Lego Technic, and Smart TVs. Sessions support specific gaps in staff knowledge identified through the audit, understanding and implementation – Jim Miller (ATSS) Professional learning to raise awareness and understanding of digital skills and computer science benchmarks ensuring	Led by Ruth Donnet All staff/Digital PT support All staff/SLT	Data Staff Digital Audit Audit of digital resources and creation of digital resources allocation to ensure progression of experience. Analysis of attainment data across full curriculum. Analysis of NSA/BASE. Analysis of identified cohorts : ASN, Care Experienced. Analysis of Glasgow Motivational and Well Being Profile (GMWB).	Completed April 2025 Inservice –Nov 2025, Feb/June 2026 Agreed curricular dev. Dates throughout

<p>assessment leading to improved differentiation in all classes.</p> <p>All staff will increase their knowledge of how to personalize 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>Use of digital literacy is actively demonstrated by all children across the curriculum.</p> <p>All staff are actively involved in self-improvement in digital skills across the curriculum and sharing this with parents and children.</p>	<p>moderation of achievement and sharing practice.</p> <p>Staff to complete self-led professional learning available on the Apple Education Community to make effective use of the software library and develop their digital skills.</p> <p>Purchase and installation of SMART TVs in all classrooms. Associated staff training to be completed by all staff.</p> <p>Enhancing Learners' experiences</p> <p>Accessibility features will be used to ensure learning is more inclusive for children with ASN in line with individual Summary of Support and promoting independence.</p> <p>Increased motivation and engagement by children with the use of key features such as AI.</p> <p>Learning and Teaching</p> <p>Planning for key learning to be shared via digital platforms to support P6/7 children to access during and outside of lessons.</p> <p>Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and tools to access at their own pace.</p>	<p>All staff</p> <p>All staff</p> <p>All staff/SfL</p> <p>All staff</p> <p>All staff</p>	<p>Achievement of Digital Schools Award with associated evidence.</p> <p>Peoples Views</p> <p>Staff participation data and feedback in training session.</p> <p>Increase in staff ability and confidence in Digital Literacy and Computer Science.</p> <p>Display of pupil learning across the levels of Digital Literacy/Computer Science to demonstrate progression.</p> <p>Class Open Afternoons for parents to participate in child's learning through technologies.</p> <p>Observations</p> <p>Evidence of planning and implementation of Computer Science and Digital Literacy in Nur – P7 learning activities.</p> <p>Observation of use of digital literacy/computer science implementation during Learning Partnership observation /HT observation/ colleague observation/team teach opportunity.</p>	<p>session as part of WTA.</p> <p>Dec 2025</p> <p>Sept 2025</p> <p>Feb 2026</p> <p>Sept2025/Apr 2026</p> <p>Mar 2026</p> <p>April 2026</p>
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Education Directorate Improvement Plan: Equality & Equity, Attendance & Engagement				
Focused Priority 4 - Nursery: 95% of children have an increased awareness of the wider world through community links to enrich the children's understanding of their surroundings but also foster deeper connections within the local community				
HGIOSELC Quality Indicators		Quality Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement		<ul style="list-style-type: none"> • Leadership – Staff skills, knowledge and values • Children thrive and develop in quality spaces – Children experience high quality learning spaces • Children play and learn – Play, learning and developing • Children are supported to achieve – Wellbeing, inclusion and equality 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children demonstrate enhanced social and emotional development</p> <p>All children experience improved cultural awareness and understanding</p>	<p>Arrange regular visits to community groups (e.g., local libraries, care homes, farms, sports clubs).</p> <p>Invite community members (e.g., firefighters, artists, local business owners) to interact with children and share their experiences.</p> <p>Encourage collaborative activities, such as joint projects with elderly residents or local artists, Centre for Stewardship etc.</p>	<p>EYOs</p> <p>EYOs, Nursery Teacher, EYDO</p>	<p>Observations Observations of increased confidence and communication skills. Increased curiosity and discussions about different cultural backgrounds, evidenced on “Curiosity Wall”.</p> <p>Participation in and enthusiasm for diverse cultural activities.</p> <p>Evidence of respectful and inclusive attitudes among children – observations, feedback, discussions, floor book evidence.</p> <p>Evidence of problem-solving and curiosity in everyday scenarios.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>

<p>All children have an expanded knowledge of real-world Experiences</p>	<p>Introduce activities that celebrate diverse cultural traditions within the local community.</p> <p>Arrange trips to culturally significant locations (kirk, Falkland House, Maspie Den, Falkland Palace) and participate in local events (Falkland Festival)</p> <p>Encourage discussions and storytelling around different customs, traditions, and global perspectives (Parental involvement)</p> <p>Set up hands-on learning experiences with professionals (e.g., planting sessions with gardeners, baking sessions with local bakers).</p> <p>Create themed learning weeks (e.g., “Community Helpers” where children interact with local workers – Sugar Acre, Pillars, Falkland Flower Group).</p> <p>Use outdoor spaces and real-life contexts to teach concepts like sustainability, safety, and responsibility.</p>	<p>EYOs, Nursery Teacher</p>	<p>People’s Views</p> <p>Feedback from children, caregivers, and community members on engagement levels.</p> <p>Positive changes in children’s ability to express emotions and work collaboratively, sharing their thoughts.</p> <p>Parent feedback captured at Stay and Play.</p> <p>Learning Partnership focus feedback.</p> <p>Data</p> <p>Children's ability to recall and apply real-world knowledge.</p> <p>Increased engagement in inquiry-based learning activities.</p> <p>Increased participation in events with or without parent present.</p>	<p>March '26</p> <p>March '26</p> <p>Termly</p> <p>Termly</p>
<p>Ongoing Evaluation</p>				

