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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement |
| **Focused Priority 1: To develop an effective and consistent approach to relationships across the whole school community which will promote positive interactions and behaviours. All stakeholders will contribute and be aware of the relationships policy which will outline the vision, values and aims of our school.**  |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.3 Leadership of Change2.4 Personalised support3.1 Ensuring wellbeing, equality and inclusion |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Clear expectations of the approaches all stakeholders will take to foster positive relationships which reflect a nurturing and purposeful learning and teaching environment. This will impact on the achievement and attainment of all pupils at Leuchars Primary.  | Undertake Developing and Implementing a Promoting Positive Relationships and Behaviour policy checklist (as per Fife Council guidance). Relationships, Behaviour and Wellbeing school audit and evaluation tools to be undertaken to establish shared understanding of current strengths and practices along with areas for development. An action plan will be created with consideration of the highlighted areas for development. Teaching staff will engage with the CIRCLE framework to reflect on classroom design and ergonomics. Use of the CICS to identify an area of change, along with CPS to focus on specific children. Creation of a collaborative policy which reflects the vision, values and aims of Leuchars Primary, aligned to Fife Council’s Relationships and Behaviour Strategy. All stakeholders will be involved in the embedding of this ethos.  | All pupils, staff and families to be made aware of the outstanding aspects of the checklist. Staff to complete audit tools and SLT to analyse data arising from this. All class teachers will undertake the CICS and CPS All stakeholders will contribute to the creation and development of a policy reflecting the vision, values and aims of Leuchars Primary.  | Data collated from checklist will inform next steps in policy development. Surveys issued to all stakeholders to establish current thinking on existing VVA – this will feed into staff meetings to gather views of all staff (across every aspect of school and nursery) In addition collaborative workshops to be attended by parents/carers to voice their views on VVA. Pupil voice will be captured through wellbeing webs and opinion polls. Repetition of above methods of stakeholder voice to be redone at end of academic session.  | Aug 2024(within WTA)May 2025 (within WTA) |
| Behaviours and interactions will reflect a mutual respect at all levels for all stakeholders, with specific reference to the collaboratively agreed Relationships and Behaviour Policy.  | Pupil Leadership Group to be created to promote pupil voice input to relationships policy. Visual reminders and scripting procedures in place to ensure consistency of messages across all aspects of the school and nursery.Allocated staff meeting time utilised to include families in decision making around policy content and wording. Staff meeting time used to agree expectations and knowledge and understanding of restorative approaches. | SLT to oversee leadership groups.All staff and pupils to be consulted and contribute to design of visuals All staff to have a restorative approach when dealing with incidents. | Views of children and staff gathered at two different points throughout the session (Aug and June).Keep a record of the following to provide quantitative data (i.e. is our approach working?)* Number of phone calls home relating to behaviour.
* Number of parent/carer meetings in relationship to behaviour.
* Number of recorded incidents (Seemis/First Contact).

Comparison between HS1 forms submitted from session 23/24 session. | Aug 2024 and June 2025.Ongoing with termly analysis. |
| Attainment will increase for children who are Care Experienced and who have identified Additional Support Needs. | Collaborative working between our SfL teacher and SfL teachers from other schools develop practice. Robust SfL systems of tracking and monitoring in place to better plan and ensure progression. Continued development of Support for Learning policy.Support Staff working collaboratively with internal colleagues and colleagues from other schools to further their own professional development around CAMHS, de-escalation, resilience etc (see separate plan).All staff to continue to work closely with EAL support team to provide quality experiences to EAL learners.All staff to take part in professional learning linked to Beacon House Therapeutic Services & Trauma Team. Staff meetings based around the information and support mechanisms outlined in “Developmental Trauma – Close Up”Support Staff professional learning and dialogue with Learning with Care Team. | SfL teacher Led by SLT PSA staffEAL Support All StaffLed by SLTAll Staff Judith Todd PSA staffSfL teacher  | Attainment of identified children who access SfL (see SfL overview) Reduction of incidents of distressed behaviour – measured through:* Volume of HS1 forms
* Number of ARAs
* Number of phone calls to parents/carers
* Number of recorded incidents (SEEMiS)

EAL Stages of English Language Acquisition reflect increased acquisition among EAL pupils.Confidence and understanding of Trauma Informed Practice gauged through all staff survey, repeated post input. Pupil voice collated through Wellbeing Webs undertaken at regular intervals throughout the year, changes in pupil’s profiles investigated. LWC matrix analysed to monitor impact of input | August 2024May 2025August 2024January 2025June 2025August 2024May 2025August 2024May 2025August 2024January 2025June 2025August 2024January 2025May 2025 |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:** Achievement |
| **Focused Priority 2:** * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
* Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.
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| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.2 – Leadership of Learning1.3 – Leadership of Change2.2 – Curriculum2.3 – Learning, Teaching and Assessment3.1 – Ensuring wellbeing, equality and inclusion3.2 – 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 broad general education.All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculumAll staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity*** As part of collegiate sessions staff will engage in professional dialogue on assessment of expressive arts.
* All staff will use CfE benchmarks to engage in planning and moderation activity linked to drama, music and art & design.

**Forward Planning*** All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.
* Attainment and Forward Planning dialogues will support assessment within Expressive Arts linked to assessment evidence which informs professional judgements.
* Staff will develop confidence in planning for assessment.

**Tracking & Monitoring*** All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.

**Reporting*** All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.
* All 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.
 | Led by SLTAll staffMrs Neill to take lead on Art & Design curriculum approaches. Led by HTAll staffLed by SLTAll staffLed by SLTAll class teachers | **Data**Analysis of attainment data in Literacy, Numeracy along with Expressive Arts Analysis of CFE dataAnalysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc**People’s Views**Teacher views on new systemTeacher professional dialogue with SLT at FP & Attainment MeetingsFeedback from moderation activityParent/carer views on children’s experiences of BGEChildren’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum**Observations**Forward planning documentation monitoringJotter sampling – literacy/numeracy and other curriculum areasClassroom observations linked to Expressive Arts lessons (QA calendar)Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | October 2024December 2024October 2024September 2024November 2024January 2025April 2025February 2025April 2025Term 3May/June 2025 |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement |
| **Focused Priority 3: To develop Early Literacy and Communication across the Nursery provision, including the outdoor environment. All stakeholders will be encouraged to participate in children’s learning and the improvement process, increasing parental engagement.** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
|  | 1.2 Leadership of Learning2.2 Curriculum3.2 Securing Children’s Progress |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All practitioners will take responsibility for engaging in professional learning activities around Literacy and the Outdoor Environment. This will have a positive impact on high quality experiences for children, their progress and wider improvements in our setting.Children will become increasingly confident in interacting with others, discussing possibilities and reasoning out answers to a self-satisfying conclusion within an exciting range of indoor and outdoor learning experiences. | All staff will engage with training around the Fife High Five approach, to enhance the quality of interactions throughout the setting.Peri Nursery Teacher will engage with Fife-wide Literacy Development through Kodaly training, focusing on the impact sound, rhythm and rhyme has on early literacy development. An additional member of staff will become Kodaly Champion, to support cascading of key messages.Boardmaker symbols will be in place across the setting to support communication with and between children. Staff will support children in using Boardmaker methodology.Signalong will continue to be embedded as a support for communication with and between children. Weekly Signalong signs will continue to be shared across the setting and through the weekly Sway.Key messages around the High Five and Kodaly approaches will be displayed in all rooms and referred to routinely. Implementation of strategies will be featured in Moderation and Quality Assurance processes, to ensure consistency of approach and shared understanding.  | All Nursery staffPNTAll Nursery staffSEYOsPNTAll Nursery staffSEYOsPNTAll Nursery staffSEYOsEYIOSLTSEYOsEYIOPNT | Training recordsNursery Journey FloorbookLeuven Scale (engagement)Up, Up and Away audits (Literacy Rich Environment Tool)Introduced in August 2024 and reviewed twice termly as ongoing staff meeting agenda.Feedback from Moderation and QA activities | Peri Nursery Teacher's training on Tuesday 20.8.24, Inset day 2.Two twilight sessions for Kodaly Champion. \time in Development Sessions for cascading/developing resourcesBaseline Feb 24Repeated June 24Repeated August 24Repeated Feb 25August 2024Twice Termly.  |
| A deeper shared understanding of pedagogy and play in learning will enhance our delivery of the curriculum for the children in the Nursery. This shared understanding will support positive outcomes for children and families and provide equity of opportunity for all.All practitioners will take responsibility for developing early literacy skills and contribute to creating an environment that enhances and enriches children’s learning.Children will be provided with rich, relevant experiences to enhance their play and practise their literacy skills both indoors and outdoors. Parents and carers will be invited to participate in both the development and use of the outdoor space. | PNT and EYDO will receive Up Up and Away Training centrally and identified practitioners can be signed by per setting to take part in the train the trainer modelAll staff will participate in cascaded training and collegiate work around Up, Up and Away Literacy Rich Environment Tool at a setting and a cluster level. All staff will work to embed Circle strategies in their daily practice.All staff will engage in Fife-wide training around the High Five for Fife approach and embed it in daily practiceA planned series of Book bug sessions will engage children and families in reading and Early LiteracyA planned series of PEEP sessions will engage parents and carers with childrens’ shared learning in the settingAll staff will engage with parents in their Champion roles, to develop the outdoor space with a focus on Literacy | All staffSLTPNT and Development OfficersInclusive Practice TeamAll staffAll StaffAll staffBookbug championsAll staffPeep champions | ELIPS attainment resultsEs & Os recorded in PLJs* Lisa to support in extracting data

Up, Up and Away audits (Literacy Rich Environment Tool)Feedback from QA and Moderation processes. Bookbug evaluationsPEEP evaluations | August 2024May 2025August 2024November 2024February 2025May 2025Baseline Feb 24Repeated June 24Repeated August 24Repeated Feb 25TBCTermly for 2024/25 session. Termly for 2024/25 session. |
| The various environments of our setting will be improved to allow babies, toddlers and young children to be increasingly independent in their ability to express themselves vocally and creatively. Our improved use of the outdoor environment will support children effectively to develop their early language and skills, and support parents and carers to engage actively in their child’s learning. | All staff will lead and enact planned and agreed changes to the outdoor environment, in line with their Champion rolesAll EYOs will measure their small steps of change linked with their Champion Role which includes the voice of others. (When, What, Who, Impact)All Practitioners will identify opportunities to engage families in the development of the outdoor space and make community links - Community Links achieved and maintained. | All staff | Champion Role Plans and evaluations (Teams Tile).Regular Audit of indoor and outdoor resources using Fife’s Core Provision documentReduction of Incidents which arise from lack of communication skills. Leuven Wellbeing Scale of Involvement/Wellbeing dataUp, Up and Away audits (Reflective Tool for Enriching Communication) | August 2024Termly 2024-25 sessionOngoingSeptember 2024 Baseline Feb 24Repeated June 24Repeated August 24Repeated Feb 25 |
| **Ongoing Evaluation** |
| **This should be updated as part of on-going cycle of self-evaluation** |