

Leuchars Primary School and Nursery

ELC/SCHOOL IMPROVEMENT PLAN

SESSION 2026-2027



Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: By June 2027, 90% of attainment judgements in Listening and Talking will be validated through moderation activities (within school and at cluster level), demonstrating increased reliability.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.3 learning teaching and assessment 3.2 Raising Attainment		Curriculum Learning, Teaching and Assessment		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
- Increased accuracy and consistency of teacher/EYO professional judgement - Clear, moderated evidence of pupil progress in Listening and Talking - Improved pupil attainment and confidence across all stages	All classes will implement a core set of agreed assessment activities (including observations, recorded group discussions, individual presentations) based around the Oracy Progression. All teaching staff will use Baseline (August 2026): Current teacher confidence in assessing Listening and Talking (staff self-evaluation survey). Baseline (August 2026): current teacher/EYO understanding and use of Social Intelligence Meta Skills (SDS Framework) A series of lessons planned collaboratively which are structured around the Social Intelligence Meta Skills (SDS Framework) will be implemented and peer observed. Tracking data will show measurable improvement in achievement of CfE levels: ELIPS data reflects increased attainment within "Understanding" "Saying" and "Doing" measures at transition to P1.	Class Teachers EYO/SEYOs EYDO SLT	Measures: - Increase in staff confidence to 85%+ (teaching confidence survey) - Staff can accurately articulate standards at each level and within SDS social intelligence framework. 90%+ of judgements validated through moderation - Increasing consistency across staff 100% pupils with sufficient evidence - Evidence reflects progression across contexts - Clear attainment data showing +5–10% improvement (First & Second Level) - Increased % achieving Early Level by end of P1 (target: 95%) - Increased number of N5 children will achieve green/amber in ELIPS at end of N5 year Evidence: - Pre/post staff surveys - Professional dialogue records - Moderation minutes and meeting notes - Annotated pupil evidence	Term 1: Baseline data, staff survey, SDS framework rollout Term 2: Collaborative lesson planning, evidence sampling Term 3: Peer observed lesson implementation, attainment review Term 4: Final evaluation against targets (data + surveys + pupil voice)

	• Early Level: increase from baseline to 95% achieving Early Level by end of P1 • First Level: increase by +5–10% • Second Level: increase by +5–10% Moderation evidence will demonstrate clearer progression in learners’ skills: • Ability to listen and respond appropriately • Ability to take turns and build on others’ ideas • Ability to contribute relevantly in different contexts (e.g. group, whole class, presentation) Termly tracking conversations will include specific Listening and Talking evidence, with 100% of pupils having at least 3 pieces of quality-assured evidence per year. Opportunities given for peer and self assessment. PEEP Talk strategies to be implemented across N5 into P1 using progression pathways.		• Recordings of learners' progress • Calendar of termly focus • Cluster feedback • Sampling of learner evidence • Learning conversations • Tracking data • ELIPS scores • Intervention records • PEEP progression pathways	
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Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: By May 2028 all stakeholders will have a clear understanding of our Anti-Bullying approach in line with our Relationships and Behaviour Policy.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
3.1 Wellbeing, Equality and Inclusion		Wellbeing, Inclusion and Equality		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Parents will have a clear understanding of Leuchars Primary School's approach to anti-bullying through a structured anti-bullying framework and policy. All stakeholders will have full ownership of the Leuchars Anti Bullying Policy, and have confidence that it will improve the Relationships and Behaviour at the school. A shared understanding of what constitutes bullying behaviour across all stakeholders. More effective and reliable recording and monitoring of incidents (in line with the shared understanding)	Consultation will begin on an anti-bullying policy in August 2026. This policy will outline the steps school will take when an incident of bullying is highlighted, and will be in line with the 'Respect for All' (2024) guidance Pupils will be invited to share their experiences and understanding of bullying through confidential surveys which will inform our starting point of pupil perception. All stakeholders will be consulted on their understanding of bullying behaviours, The UNCRC will continue to be embedded in the life and work of the school, including the Rights to Learn and to be Safe through assemblies and class charters. November Anti-bullying week events will be held within school to raise awareness of the topic.	Class Teachers Support Staff SLT	Pupil and Parent Wise surveys in May 2028. HMIE questionnaires shared with parents and completed. Baseline of stakeholders understanding of equalities will be gathered through the Equalities Impact Assessment (EQIA). Stakeholders are aware of and respect Protected characteristics, as defined by Equality Act measured through recorded incidents of bullying.	• Term 1: Anti-bullying policy consultation, pupil voice gathering, creation of class charters. Assemblies around UNCRC themes. • Term 2: November Anti-Bullying Week Assemblies around UNCRC themes. • Term 3: Anti-bullying policy finalised and in line with national guidance. Assemblies around UNCRC themes. • Term 4: Analysis of reported and recordable incidents of bullying and racism. Assemblies around UNCRC themes.

Recordable incidents of racism decrease.				
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Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Nursery Focused Priority: To create a fully inclusive nursery environment where all learners, regardless of background, identity, or ability, feel valued, supported, and empowered to achieve their full potential.				
		Quality Improvement Framework		
		Nurturing care and support Wellbeing, Inclusion and Equality Safeguarding and Child Protection		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
To create an inclusive Nursery environment where all children feel a strong sense of belonging and are supported to develop empathy, emotional literacy and respect for diversity.	Professional learning activities - Engage in cluster wide Think Equal training - Professional dialogue with practitioners at Early Level in local settings - Reflective sessions to consider current practice, unconscious bias and inclusive pedagogy - Staff sessions to become familiar with the Think Equal approaches which "promotes social and emotional learning, equality, empathy, and respect from the earliest years, laying the foundation for inclusive attitudes and behaviours" - Engage with Think Equal resource pack to build familiarity - Use of Floorbooks to track professional learning and ongoing impact of priority	NLT SEYOs All nursery staff	- Learner surveys - pre and post - Staff surveys - Parent surveys - Planning meeting records and evaluations (weekly and fortnightly) - Observations - Yearly overview - Learning walls - LP focus/feedback	August 2026 Term 1 Terms 1-4 Weekly/fortnightly Ongoing September 2026

	Learning, teaching and assessment • Use Think Equal story books and build in activities • Weekly planning to consider how to build in Think Equal stories books and the links to areas across the playrooms and the Es and Os this provides opportunities for • Using Core Provision, evaluate effectiveness of 'quiet' spaces. Work with children to develop these to ensure they meet the needs of all children. Monitoring • Use of observations to track impact of stories and activities in children's play and conversation • Gather feedback from stakeholders to measure impact and plan next steps • Regularly gather children's feedback about the spaces within the playrooms Family engagement • Share information about Think Equal philosophy with parents at start of year • Stay and Play sessions to have a focus on the approaches in use and encourage time for parents to explore the stories/resources • Gather feedback during/after each session • Share story sessions and overview of content via Seesaw so that parents are fully aware of the topics being discussed			
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