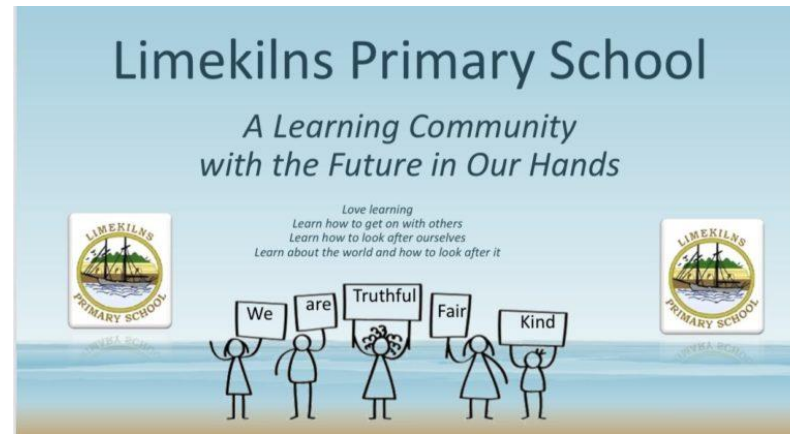




Limekilns PS and Nursery Improvement Plan Session 25/26

Education Directorate Improvement Plan: Achievement- Equality & Equity				
Focused Priority 1: (ELC and school) Reading All children benefit from consistent, high-quality reading instruction that is carefully matched to their developmental stage, reading ability and learning needs — ensuring every learner is appropriately challenged and supported to make sustained progress.				
HGIOS4 Quality Indicators		Quality Framework		
KEY 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning	KEY 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Securing children's progress .	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
A shared and progressive vision for teaching reading is embedded across all stages and staff use consistent language and practices in reading instruction. All teaching staff have increased confidence and skill in delivering high-impact guided reading to meet learners' needs. Children in nursery develop strong early literacy foundations leading to a continuous reading journey across Early level.	Enrol in Reading Schools Programme and begin self-assessment Professional Learning - Guided Reading PL sessions from Stephen Graham - EY National Module 3 - Supporting the development and progression of children's early language and literacy Audit and refresh reading resources aligned with LA progression pathways Develop a whole school reading strategy (Early Level to Third Level)	WG leads & all staff Class teachers EYOs and PSAs WG leads & all staff WG leads & all staff Class teachers	Quantitative and Qualitative data will be collated and analysed, including; Data ELIPS data analysis Achievement & Attainment of all children CfE declarations/predictions analysis NSA and other assessment data ad. P1 BASE data Record of Understandings - reading Interactions with families People's Views Self-evaluation findings from staff Parent/carer feedback	T1 T1/T3/T3 - Wed 3rd Sept - Wed 8th Oct - Wed 5th Nov - Wed 3rd Dec - Wed 21st Jan T1 and T2 T3 T3 Wed 11th Mar

Parents and carers feel empowered to support their child's reading at home. Home-school partnerships are strengthened, leading to more frequent reading at home and improved reading stamina and confidence among pupils.	Attend collegiate cluster reading moderation sessions (Commercial & St Leonards) Introduce developmentally appropriate early reading approaches aligned with SEIC Early Literacy document Incorporate LA Reading Assessment and GL assessment data to inform Learning & Teaching Revisit comprehension strategies and embed in practice Focus for Family Times/Stay and Plays – aspects of reading	PNT and EYOs Teachers, PSAs Class teachers, PSAs PNT, EYOs, Class teachers All staff	Children's feedback Pupil Focus Groups Observations SLT/peer classroom/playroom observations Jotter/PLJ Monitoring Achievement & Attainment discussions/folder SfL consultations	Wed 25th March T1 ongoing T1 ongoing T2 T2 ongoing
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity – Achievement				
Focused Priority 2 : (nursery and school) Assessment				
To support and enhance the quality, consistency and impact of assessment practices through professional learning for all staff, to support data-informed planning and progression for all learners.				
HGIOS4 Quality Indicators		Quality Framework		
KEY 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement	RELEVANT 1.3 Leadership of change 2.2 Curriculum 2.4 Personalised support	KEY Leadership of continuous improvement Learning, teaching and assessment Children's progress	RELEVANT Curriculum	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
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 curriculum All learners will benefit from reliable, consistent and well-planned assessment strategies, including robust use of GL data to identify strengths, gaps, and inform next steps. Children will become more aware of their progress	Professional Learning - Effective use of data sessions - Assessment - professional reading - EY national module 5 – Tracking and monitoring Embed systematic use of GL Assessments (e.g., PTE, PTM, NGRT) at key points Establish working groups of skilled staff to analyse and interpret GL data effectively Align assessment data with teacher judgements and other formative assessment Use assessment data to drive targeted support and teaching interventions	HT, teachers, ELC practitioners and PSAs WG Leads Class teachers WG Leads & class teachers HT & all staff class teachers, SfLT, PSAs, EYOs, PNT	Quantitative and Qualitative data will be collated and analysed, including; Data Analysis of attainment data linked to GL data Analysis of CFE and BASE/NSA/eLIPS data Progress data PowerBI data Analysis of data for identified cohorts e.g. SIMD, ASN, CE, etc People's Views Teacher professional dialogue with SLT at Att. & Ach. meetings Feedback from moderation activities Parent/carers views on children's experiences of BGE Children's views -class groups/pupil focus groups Observations Att. And Ach folder	T1 & T2 Agreed beg of T1 T1 ongoing T2 ongoing T2 ongoing

through child-friendly feedback and tracking. Through planned opportunities with parents and carers, children's understanding of the broad general education will be enriched, fostering deeper engagement, improved learning outcomes, and stronger home-school partnerships that support every child's development.	Attainment and Achievement meetings - support analysis of assessment data to inform professional judgements. Teachers and practitioners in liaison with SLT will further develop their working knowledge of the Progress Framework. Focus for Family Times/Stay and Plays – feedback and next steps	HT and SfL teacher HT, SfL teacher, and PSAs HT, class teachers and EYOs All staff	Jotter/PLJ sampling – literacy/numeracy and other curriculum areas Collated evidence of children's learning Classroom/playroom observations	Termly T3 and T4 T2 ongoing
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Ongoing Evaluation

Focused Priority 3: (School) Transforming Learning

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

KEY

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity & employability

RELEVANT

- 2.2 Curriculum
- 2.4 Personalised support
- 2.6 Transition

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.	Professional Learning Activity - As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. - All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.	TL leads & teachers	Quantitative and Qualitative data will be collated and analysed, including; Data Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts	All at Masterton PS T2 Wed 14th Nov (1) - Device and set-up training T3 Wed 14th Jan (2) 3:30pm – 4:30pm - Teaching with iPad
Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all children.				
Children/young people in P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.	Enhancing learners' experiences - Enable all staff to use digital tools to make learning and teaching more engaging. - Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. - Staff will ensure they are able to always demonstrate safe and responsible use of digital	TL leads & all staff	People's Views Staff views on use of digital technology to enhance learning Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. Feedback from Professional Learning activity.	Wed 18th Feb (3) 3:30pm – 4:30pm - Differentiation with iPad Wed 18th Mar (4) 3:30pm – 4:30pm - Assessment & Feedback
All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people				

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