



Limekilns PS and Nursery
Improvement Plan
Session 26/27

Rationale For Change

This three-year plan has been designed to balance ambition with sustainability. Self-evaluation evidence, attainment data, stakeholder feedback and recommendations from our Learning Partnership Visit demonstrate that Limekilns Primary School and Nursery has many strengths, including positive relationships, strong attainment, effective assessment systems and an inclusive ethos. However, there remains a need to improve consistency in learning, teaching and assessment, strengthen practitioner enquiry, further develop inclusive practice and ensure interventions are robustly planned, monitored and evaluated.

As a small school with a leadership structure consisting of a Headteacher and no additional promoted staff, capacity for improvement must be carefully considered. Over the last two years, the school community has also experienced the sudden loss of two valued members of staff. Whilst staff have demonstrated exceptional resilience and commitment, these circumstances have reinforced the importance of prioritising wellbeing, sustainability and manageable improvement planning.

The school is also entering a period of significant national change. During 2026/27, additional staffing capacity through an extra teacher for one and a half days per week provides an opportunity to build systems, develop staff confidence and establish consistent approaches. From August 2027, increased teacher NCCT will require schools to adapt staffing and leadership arrangements, while Scotland's refreshed curriculum will be introduced from August 2028.

The plan deliberately focuses on **two key priorities — Excellence and Equity — over a three-year period**, allowing the school to build understanding and consistency, embed and refine effective practice, and evaluate impact over time. This phased approach will ensure improvement is achievable, sustainable and responsive to the needs of our learners, staff and community while remaining true to our vision of being **“A learning community with the future in our hands.”**

Limekilns School and Nursery Priorities

High-Quality Learning, Teaching & Assessment (Excellence)

Children experience consistently high-quality learning, teaching and assessment across the school, resulting in improved attainment, learner agency and achievement.

Meeting Learners Needs (Equity)

All learners receive the right support at the right time through an inclusive continuum of support, resulting in improved wellbeing, engagement, attainment and achievement.

Year 1 – 25/26

Building Understanding and Consistency

- Build understanding of high-quality pedagogy, assessment and practitioner enquiry.
- Establish a consistent Continuum of Support and inclusive practice framework.

Year 2 – 26/27

Embed and Refine Practice

- Embed evidence-informed practice and incorporate increased NCCT.
- Refine support systems and intervention approaches.

Year 3 – 27/28

Evaluate Impact and Sustain Improvement

- Align practice with Scotland's refreshed curriculum.
- Evaluate impact, sustain effective practice and ensure equitable outcomes for all learners.

Education Directorate Improvement Plan: Improving learning, teaching & assessment				
Focused Priority 1: (ELC & school) Children experience consistently high-quality learning, teaching and assessment across the nursery and school, resulting in improved attainment, learner agency and achievement.				
HGIOS4 Quality Indicators		Quality Framework		
1.2, 1.3, 2.2, 2.3, 3.2		Leadership of continuous improvement, Curriculum, Learning, Teaching & Assessment, Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will develop a shared understanding of high-quality learning, teaching and assessment, leading to greater consistency and improved outcomes for learners. All learners will experience high-quality, engaging and appropriately challenging learning experiences which support progress across the curriculum. Assessment evidence will be used effectively to inform planning, identify next steps and provide timely support, ensuring learners make the best possible progress. Children will be increasingly able to articulate their learning, progress and next steps, developing greater ownership and confidence as learners.	1. Introduce a structured practitioner enquiry model for all teaching staff (a. shared - mental maths or individual, b. individual – teaching) 2. Create a shared practitioner enquiry approach with ELC practitioners - numeracy 3. Refresh LPS Learning & Teaching Framework to create a shared understanding of high-quality pedagogy. 4. Teachers access differentiated professional learning focused on 'How?' of teaching • explicit instruction • responsive teaching • assessment • differentiation 5. Develop staff confidence in using attainment, assessment and wellbeing data to inform planning and intervention. 6. Incorporate daily mental maths programme across all stages	1a and 1b. A Sloper, L lafrate and all teaching staff 2. A Montague and all ELC practitioners 3. L. lafrate and all teaching staff 4. All teachers 5. A Sloper, teaching staff, ELC practitioners, PSAs 6. Teachers and PSAs	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 and PowerBI data Analysis of data for identified cohorts e.g. SIMD, ASN, CE, etc Practitioner Enquiry outcomes People's Views Self-evaluation findings from staff Parent/carer feedback Children's feedback Pupil Focus Groups Learning Partnership	1a. Term 1&2 1b. Term 3&4 2. Term 1 3. Term 3 4. Term 1 onwards 5. Termly 6. Term 1 onwards

Parents and carers will be more informed and involved in their child's learning journey, strengthening partnerships and supporting improved outcomes for all learners.	7. Cluster numeracy moderation sessions a) P5-P7 teaching staff b) P1-P4 – teaching staff 8. Refresh Nursery Vision, Values & Aim's and Curriculum Rationale 9. Cluster input for EYO staff on numeracy experiences and outcomes. 10. Utilise additional staffing capacity to support enquiry, moderation and curriculum development throughout session 26/27. 11. All teaching staff will develop digital skills to improve their knowledge of using iPads 12. Use of Showbie developed to strengthen partnerships with families and share learning and in preparation for use as whole school communication platform in session 27/28.	7. DHS maths department and Cluster HTs 8. L Iafrate and A Sloper and Nursery Team 9. Kirsty Doyle, Nursery team 10. L Iafrate and A Sloper 11. All teaching staff 12. A Sloper and all teaching staff	Observations SLT/peer classroom/playroom observations Jotter/PLJ Monitoring Achievement & Attainment discussions/folder Enquiry outcomes SfL consultations Learning Partnership Interactions with families	7. 25/11/26 + 21/4/27 (4-5pm) 8. Term 1 onwards 9. Term 2 – inset day 10. Term 1 onwards 11. Term 1 onwards 12. Term 3 onwards
Ongoing Evaluation				

Education Directorate Improvement Plan: Meeting learners' needs				
Focused Priority 2: (ELC & School) All learners receive the right support at the right time through an inclusive continuum of support, resulting in improved wellbeing, engagement, attainment and achievement.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2, 1.3, 2.4, 3.1, 3.2		Leadership of continuous improvement, Wellbeing, inclusion and equality Learning, teaching and assessment, Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will enhance their understanding and application of inclusive practice, ensuring learners receive the right support at the right time through a consistent Continuum of Support. All learners will benefit from effective planning, tracking and review processes, resulting in support that is responsive to their individual strengths and needs. Children will experience improved wellbeing, engagement and readiness to learn through consistent nurturing approaches and a whole-school focus on emotional wellbeing. Through strong partnerships with families and effective support systems, learners will	1. Audit and review current universal, targeted and intensive supports. 2. Develop a shared nursery and school LPS Continuum of Support Framework linked to Circle Framework 3. Improve processes for planning, tracking and reviewing support for learners using updated Local Authority Summary of Supports and HCPS 4. Professional learning focused on ASN, neurodiversity, inclusion and universal supports. - a – trauma informed practice – EP input and Local Authority training - b – Prem awareness professional Learning 5. Create and establish whole school focus on wellbeing indicators across a school session.	1. P Fleetwood, A Sloper and all staff 2. P Fleetwood and A Sloper 3. P Fleetwood and A Sloper 4a. – PSAs 4b. –Teachers and EYOs 5. A Sloper	Quantitative and Qualitative data will be collated and analysed, including; Data Wellbeing 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/SfL consultations Parent/carer views on children's/their experiences Children's views -class groups/pupil focus groups	1. Term 1 and 2 2. Term 3 and 4 3. Term 1 onwards 4a. Aug inset and Feb inset 4b. Aug inset 5. Term 1 onwards

achieve improved wellbeing, attainment and achievement.	6. Undertake Silver Rights Respecting Schools validation	6. L Iafrate and school staff	Observations School displays Collated evidence of children's learning Classroom/playroom observations RRS validation Learning Partnership Visit	6. Term 1
	7. Revisit framework of school session overview of H&W emotional supports – emotion works, kitbag and decider skills	7. L Iafrate and all staff		7. Term 1
	8. Become a Premaware school/nursery (cluster approach): a) Attend professional learning b) Undertake associated activities	8. L Iafrate- nursery and school staff		8. a) – 17/8/26 b) – Term 2
	9. Establish a Bereavement Charter for the school	9. L Iafrate and nursery and school staff		9. Term 2

Ongoing Evaluation