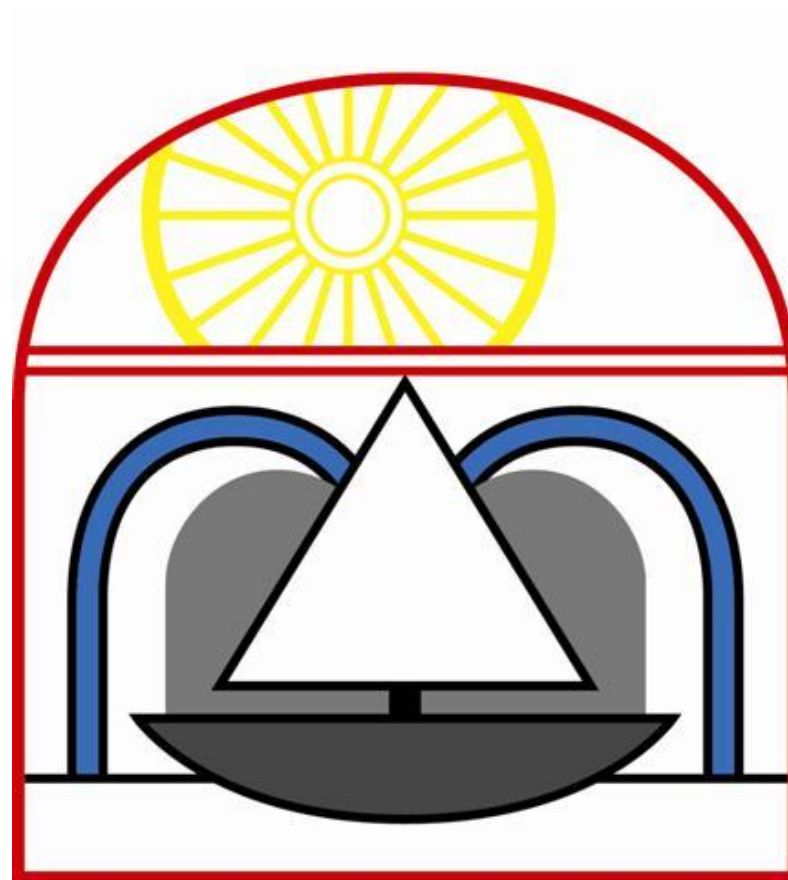


Lundin Mill Primary and Nursery School

ELC/SCHOOL IMPROVEMENT PLAN

SESSION 2026-2027



Education Directorate Improvement Plan: Improving Learning Teaching and Assessment/Strengthening our curricular pathways				
Focused Priority 1: Improve attainment in numeracy through the development of a consistent approach to Learning and Teaching and Assessment leading to the development of a Learning and Teaching Policy.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.1 Self Improvement for Self -improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning Teaching and Assessment 2.4 personalised support 3.2 Raising attainment and achievement		Curriculum Learning, Teaching and Assessment Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
A) <u>Learning and Teaching</u> All children in all classes will experience differentiation employed appropriately to meet their needs.	Cluster differentiation moderation opportunities. Staff collegiate work on the 5 areas of differentiation and what this looks like at LM. Creation of a Differentiation agreement to sit within our Learning and Teaching Policy	All staff, Waid teaching staff, cluster HTs HT to lead & All school staff HT & Sfl teacher	- Baseline gathered at initial Inset moderation opportunity. - Collegiate session evidence - Pupil Voice gathered through Bingo Ball - Small scale QI of a differentiation strategy -	Inset day 2 – Aug 18 th Inset day 4 – Feb ?? Term 2 Oct – Dec

All children will experience feedback from all staff which using a consistent approach. All staff will begin to engage with using digital feedback either with 1:1 devices or class iPads.	Initial feedback expectations agreed with staff. Collegiate sessions exploring feedback across curricular areas	HT & All staff HT & Area PT to lead	• Observation and jotter monitoring • Collegiate session evaluations and evidence • Pupil voice through focus groups using Bingo Ball method	17th & 18th Aug Inset Term 1 – writing Term 2 – maths, other
	Sharing good practice session – staff trained in Apple Coaching to upskill new staff and upper school practitioners. Creation of feedback expectations to be added to Learning and teaching policy	RDoyle & AMarshall HT to lead & all staff		17th & 18th Aug Inset Term 4 May/June '27
	All children will experience maths learning through the conceptual numeracy approach Targeted interventions for individuals identified through Pace and Challenge meetings, Support for learning meetings and assessment data from 25/26 session. Use of Active Maths to provide universal and additional targeted work for individuals. Staff to administer Pre and post assessments for all topics and SUMDOG diagnostic completed for all pupils.	LWilson, KWyre, Class teachers, AKnox AKnox		Aug '26 Aug 26– June 27

<u>2. Assessment</u> Declarations of all children's learning will be strengthened by teacher judgement, standardised assessments and AiFL strategies	Staff to explore and effectively use the Fife Assessment Suite to support declarations in Numeracy allowing for moderation opportunities.	All staff with LWilson All teaching staff P1 Chazel P2 – RWatson P2/3AMarshall P3/4 EHirst P5/6 – RDoyle P6/7 – EGreen/JHughes	• Pace and challenge meetings • Support for learning meetings • Collegiate session evaluation and evidence • Baseline evidence staff and children	
	Data analysed from standardised assessments at Pace and Challenge meetings and collegiate sessions.	LWilson and KWyre and AKnox	• Pace and challenge and Support for learning meetings • Standardised Assessment data • Collegiate and moderation opportunity evidence • Formal/informal observations • ELP feedback • Pupil voice through focus groups	Aug/Sept '26

	Assessment Calendar agreed to track standardised assessment and highlight appropriate AiFL strategies. Pre and post assessment agreements. Collegiate sessions focused on AiFL strategies, holistic assessment strategies and the Fife assessment suite Embed newly adapted 5 part model - assessment strategies taught explicitly with all children. Displayed throughout learning	LWilson and KWyre HT to lead All Class teachers		17th & 18th Aug Inset Term 1 & 2 Aug – Dec '26 Aug 26 – June 27
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Meeting Learner’s Needs				
Focused Priority 2: Create a consistent approach for Wellbeing and Inclusion of all learners for increased engagement and leading of learning				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.4 Personalised support 2.6 transitions 3.1 Ensuring Wellbeing, equality and inclusion		Linked to all relevant aspects of the QIF		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
1. All children will be able to confidently discuss, demonstrate and show good understanding of our Vision, values and aims which reflect ambition and high expectations.	Assembly time and pupil focus group time dedicated to adapting Values and aims statements. Capture all stakeholders views through FORMS at parents evenings and open day opportunities.	LWilson and P7 assembly leaders LWilson	- Pupil voice through assembly tasks - Pupil Voice through Bingo Ball groups - Stakeholders views through FORMS	Oct – Dec 26
2. All children in the school will be engaged with and take leadership of school improvements.	Establish leadership opportunities/groups – run these every three weeks with planning and evaluation records. Leadership Groups, Buddy Classes and Wellbeing Task. Nursery will be buddy class with P5/6	Reading School – KWyer & EHirst ECO/Gardening – AKnox & GSwan RRS –CHazel Sports/Playground – EGreen & JHughes Newsletter – AMarshall	- Pupil voice through bingo ball groups - Evaluations from Leadership group meetings - Assembly opportunities to share leadership improvements	Aug 26 – July 27

3. Individuals with ASN and those from the 6 categories of families who may experience poverty will receive support required to be included in all learning. 4. All children's wider achievements will be regularly tracked and monitored to ensure equity of experiences.	Termly Pace and Challenge meetings to identify individuals and evaluate interventions. Individuals identified using tracking data, beginning of year assessments and data from Power Bi.	Digital - RDoyle Pupil Council – CWright LWilson and all teaching staff KWyre and PSA staff	- Interventions and evaluations recorded on PROGRESS and school tracker overview - Pace and Challenge meeting records - Formal and informal observations	Aug '26 – July '27
	Weekly opportunities to track built into school week. P6/7 using MWW to begin to track meta skills. Moderations opportunities to ensure consistency in tracking. Opportunities at Pace and Challenge meetings to identify gaps in achievements.	Class teachers All teaching staff LWilson and Class teachers	- Classroom displays & in class opportunities to share achievements - Wider Achievement overview - MWW profiles for P6/7 - Evidence of moderation tasks	Aug '26 – July '27 MWW - Jan '27 – July '27
Ongoing Evaluation				



Education Directorate Improvement Plan: Strengthening our Curricular pathways/Improving learning, teaching & assessment				
Focused Priority 3: NURSERY A) Children in our nursery settings will experience appropriate pace and challenge through early literacy learning and teaching. (Cluster) B) Strengthening Community and family links C) Developing a Curriculum rationale that reflects our unique setting				
Quality Improvement Framework				
Curriculum Learning Teaching and Assessment Children's Progress Wellbeing Inclusion and Equality				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
A) All children will experience appropriate challenge through early literacy and teaching.	Cluster moderation opportunities to share good practice of early literacy.	AMcBain(cluster HT) Link with TCarson and LWilson	- Baseline assessment – FORM - Moderation evidence - Meeting evidence and planning floor books	Aug '26 – July '27
	Use of weekly meetings and responsive planning to respond to early literacy needs. Opportunities for CPD using resources provided by Area Development officer. - - 'Supporting Early Literacy Learning and Development' resource Use of High Quality Spaces documentation to audit provision to ensure all areas encourage literacy	HT & JBlack HT & JDrummond HT, JBlack and EYO team		Termly

B) All children in our nursery will experience a range of regular Community and Family Links	Stay and play sessions regularly scheduled and shared with parents Calendar of events agreed and planned including opportunities for PEEP, BookBug and local visits to carehome/Beach Community events recorded in floorbook	HT and JBlack to lead with All Nursery Staff	• Stake holders feedback • Calendar of events, Quality assurance activities to evaluate attendance/feedback • Floor book	17th/18th Aug 26 Aug '26 – July '27 Oct – Dec '26 Oct – Dec '26
C) All Staff and children will develop a Curriculum rationale which reflects our unique setting.	Opportunities to explore the uniqueness of the setting through led activities. Vision, Values and Aims refreshed to both link to school refresh and unique to the setting Embed 'Think Equal' practice into curriculum rationale and setting	HT and JBlack EYO staff and JBlack EYO staff	• Meeting/CPD evidence of curriculum rationale development • Stakeholders views through FORMS	Aug – July '27
Ongoing Evaluation				

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PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 11,025
School Context (copied from SIP)	
At Lundin Mill there are 125 pupils enrolled in school and 25 in nursery, totalling 150 pupils. 6.9% of our pupils are entitled to free school meals. 54% of children live in SIMD 5/6, 34% in SIMD 7/8 , 6% in SIMD 3/4. 4% of children live in SIMD 1/2 and 2% in SIM D 9/10. There are 25% of children identified within our additional support for learning overview and 3% with English as an additional language and 2% previously experienced care.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
At Lundin Mill Primary & Nursery School, we are committed to reducing the Cost of the School Day for all our learners, with particular attention to those experiencing poverty. We recognise that financial barriers can impact participation and equity, and we actively work to minimise these through a range of inclusive practices. We review the school day through key areas of potential cost: Uniform: We provide access to recycled school uniforms at no cost to families. Uniform exchange days are held in partnership with our families, ensuring all pupils have the option to attend school in uniform without financial pressure. School Trips and Events: We aim to keep contributions for school trips, to a minimum. We aim to utilise experiences with minimum cost and any donation for any trip or event, such as the annual Christmas pantomime or class outings are kept as low as possible to ensure all pupils can participate. After School Clubs: Our extra-curricular programmes are designed to be accessible to all, with no costs involved, promoting inclusion and engagement beyond the classroom.	

Home Learning: We ensure that home learning activities do not require additional resources or materials that could place a financial burden on families. By embedding equity into our planning and decision-making, we strive to ensure that no child is disadvantaged due to financial circumstances.	
Residential Experiences: We ensure all pupils have equal access to residential experiences; we offer support through payment plans and grants.	
Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
We regularly involve pupils, parents, staff, and partners to help shape our school's direction. Staff and pupils have been consulted on the School improvement plan from 2025-2026 and parents have been regularly updated in our monthly sway newsletters from February 2026 with the work undertaken towards the 4 school improvement priorities. In May 2026 our parents were surveyed using FORMS to gauge engagement and understanding of our 25/26 priorities. Pupils share their thoughts and ideas through weekly assemblies which have focused on our values and understanding learning at Lundin Mill PS as part of the development of our curriculum rationale. Pupil focus groups also allow our children to share their thoughts on our school using the HIGOURS documentation.	Additional Staffing: PSA hours to support attendance, attainment and wellbeing

Rationale		Amount of Fund allocated (if appropriate) £ 11,025	
Intensive interventions are supporting our children impacted by poverty. Our data demonstrates a correlation between attainment and poverty indicators. We identify children who may be impacted by poverty using FMR/SIMD and the 6 priority family types as identified by the Scottish Government. At Lundin Mill we do not have a high percentage of children living in a low SIMD area however hidden rural poverty does exist in our setting the realities of those facing poverty is difficult to ascertain from FMR/SIMD factors alone and we therefore look closely at the 6 priority family types.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June

