

MOUNTFLEURIE PRIMARY AND NURSERY SCHOOL

IMPROVEMENT PLAN SESSION 2026-2027



Image of Mountfleurie Primary School Logo

Focused Priority: To Improve the Attainment in Writing across P1-P7

HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
Improve the quality and consistency of writing across the curriculum	- Develop a shared whole-school approach to writing pedagogy (planning, modelling, and assessment). - Ensure consistent use of learning intentions and success criteria in writing lessons. - Embed structured writing approaches across all stages and curricular areas. - Develop a writing policy which reflects the school approach - Engage with PM writing and ensure all teachers have engaged in the training	Working Party (leads – Linda Gillon and Derry Cameron) Laura Burel (HT) Stephanie Allan (SfL)	Increased % of pupils achieving expected CfE levels in writing. Current Levels (August 2026): P1 – 92%. 92% by May 2027 P2 – 87%. 90% by May 2027 P3 – 77%. 80% by May 2027 P4 – 69%. 77% by 2027 P5 – 71%. 80% by 2027 P6 – 72.5%. 77.5% by May 2027 P7 – 62%. 72% by May 2027	Identified CAT nights throughout the year (already planned in yearly calendar): 26.08.26 3.09.26 9.09.26 8.10.26 12.11.26 18.11.26 3.12.26 13.01.27 3.02.27 17.03.27 21.04.27 12.05.27 2.06.27
Raise attainment in writing through targeted teaching and assessment	- Use attainment data and moderation to identify gaps in writing skills across stages. - Implement targeted interventions for identified learners (e.g. spelling, sentence structure, extended writing). - Strengthen teacher confidence in assessing writing using benchmarks and moderation activities.		Improved moderation confidence across teaching staff. Evidence of consistent approaches observed in learning visits. Reduction in attainment gap in writing, particularly in Primary 7. View of children to be gathered before and during the year.	PM writing training dates to be identified during 2026-27

Improve learners' motivation, independence and engagement in writing	• Increase opportunities for purposeful and relevant writing linked to real-life contexts. • Promote pupil voice and choice in writing topics and formats. • Develop independent writing stamina, particularly for extended pieces.		Data from BASE, NSA and in-house assessments will be used to inform next steps. Professional judgement will also be used to ensure there is triangulation of evidence.	
Enhance feedback and progression in writing	• Ensure high-quality feedback supports learners to understand next steps. • Develop self and peer assessment strategies in writing. • Track progression in key writing skills (grammar, punctuation, structure, vocabulary).			
Close the attainment gap in writing, particularly in Primary 7	• Use PEF-supported strategies to target equity groups. • Monitor progress closely and adapt support accordingly. • Engage families in supporting writing at home.			
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment and Meeting Learner's Needs				
Focused Priority: To Strengthen Positive Behaviours and Relationships across the whole school and Nursery				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		Children are supported to achieve		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Develop a consistent, whole-school approach to positive behaviour (P1–P7 & Nursery)	- Review and refresh the whole-school positive behaviour and relationships policy (aligned to Fife guidance and nurture principles) - Agree clear, shared expectations (e.g. Ready, Respectful, Safe) across Nursery and school - Develop consistent language and approaches to behaviour (including de-escalation strategies) - Provide professional learning on nurturing approaches, trauma-informed practice and relational practice	Working Party Amber Ramsay, Danielle Davidson, Andy Cargill (DHT) and Cheryl Taylor (DHT) Stephanie Allan (SfL) Laura Burel (HT)	Consistent approaches evident in all classes and Nursery (learning visits, observations). Staff report increased confidence and consistency in managing behaviour. Reduction in low-level behaviour incidents across the school. Children can articulate expectations and demonstrate positive behaviours	Identified CAT nights throughout the year (already planned in yearly calendar) Continued attendance at Nurturing Approaches training (dates throughout the year)
Strengthen relationships and nurture across all stages (QI 3.1)	- Embed nurture principles across Nursery and school environments - Audit current practice using a recognised framework (e.g. CIRCLE / nurture audit) and implement next steps		Improved wellbeing indicators (Boxall profiles, wellbeing surveys, staff observations). Learners report feeling safe, respected and included.	

Improve early identification and targeted support for children with additional needs (including Nursery)	• Ensure high-quality relationships are prioritised in all interactions (staff–pupil and peer relationships) • Develop safe, inclusive classroom and play environments that meet a range of needs • Strengthen processes for identifying social, emotional and behavioural needs early (Nursery → P1 transition and beyond) • Use staged intervention pathways to plan appropriate supports • Enhance use of targeted approaches (e.g. nurture groups, small group work, individual support plans) • Improve collaboration with partners (families, external agencies, Early Help where appropriate)		Positive relationships observed consistently across play and learning environments. Increased engagement and participation, particularly for targeted learners. Earlier identification of needs (evidenced through tracking and planning documentation). Improved outcomes for targeted children (engagement, behaviour, attainment). Reduction in escalated incidents requiring senior leadership input. Positive feedback from families and partners.	
Strengthen pupil voice, rights and leadership in promoting positive behaviour	• Embed children’s rights and responsibilities (UNCRC) across Nursery and school • Develop opportunities for pupils to lead and model positive behaviour (e.g. buddies, leadership roles, playground leaders) • Use pupil voice to co-create expectations and evaluate relationships across the school • Promote restorative approaches, encouraging children to reflect and repair relationships		Children can explain their rights and responsibilities. Increased pupil leadership opportunities across all stages. Evidence of restorative conversations and improved conflict resolution. Improved pupil survey results relating to relationships and behaviour.	

Strengthen family engagement to support positive behaviour and relationships	• Improve communication with families around behaviour expectations and approaches • Offer support/guidance to families (workshops, information sessions, shared strategies) • Involve families in supporting individual behaviour plans where appropriate • Strengthen transitions (Nursery to P1, stage transitions) to ensure continuity of support		Increased parental engagement and participation in school initiatives. Positive feedback from families on communication and support. Greater consistency between home and school approaches. Improved outcomes for children where family engagement has been targeted. Learning visits and observations Jotter/work sampling (where appropriate to engagement) Behaviour/incident data tracking Wellbeing surveys / Boxall profiles Staff and pupil voice Parent feedback Tracking of targeted groups	
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment and Meeting Learner's Needs				
Focused Priority: To meet the needs of children within the Early years Setting				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.4 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		Children are supported to achieve: - Nurturing Care and Support - Wellbeing, inclusion and Equality - Children's Progress - Safeguarding and Child Protection		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Children feel safe, nurtured, respected and included, with improved emotional wellbeing. Increased confidence, independence and ability to regulate emotions. Improved engagement in learning, with children actively participating and influencing their experiences. Highly responsive, child-centered practice Consistently high-quality interactions that meet	• Use the Wellbeing Indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to consistently assess, plan for and review children's needs. • Use of pre-early level milestones and progression toolkit to inform planning and next steps • Create targeted plans with the support of external agencies and families for children with complex additional support needs • Nursery teacher to work with targeted pupils to promote challenge/support in learning • Child Wellbeing Meetings to be held twice a year for targeted children • Regularly review learning environments and	Rights Respecting Working Party Let's Connect Working Party Think Equal Working Party Cheryl Taylor (DHT) Nursery Teacher (NT)	Most children demonstrate progress across the wellbeing indicators, particularly in confidence, relationships and engagement. Feedback from review meetings shows progress across wellbeing indicators. Staff can clearly evidence how wellbeing indicators inform next steps. Tracking meetings and professional dialogue shows Children are meeting milestones in targeted plans Data from eLIPS shows progress in language and communication Quality Assurance evidence showing • learning environments and adult/child interactions are of high quality	Identified EYO meetings and staff development throughout the year.

individual needs and support progress. Planning is clearly linked to children's wellbeing and next steps, improving outcomes for all learners. Targeted approaches reduce barriers to learning and improve outcomes for vulnerable groups. A strong, embedded culture of children's rights and participation across the setting. Increased confidence and consistency in using SHANARRI, SIMOA, Think Equal and Let's Connect. Stronger professional dialogue based on evidence and data to improve outcomes.	interactions to ensure children are active, achieving and included in meaningful experiences. • Embed UNCRC principles across daily practice, ensuring children's voices influence decisions and promote a strong rights-based ethos. • Deliver Think Equal to support children to be included, respected and emotionally aware, developing empathy and positive relationships, through regular Think Equal sessions (fortnightly) • Ensure progression and consistency across the nursery • Implement Let's Connect approaches to strengthen attachment, between pupils and carers, ensuring children feel safe, nurtured and supported in their relationships. • Use SIMOA to develop children's awareness of safety • Engage families as partners		• PLJ observations indicate almost all children are meeting age and stage appropriate milestones Through observations children are engaged and accessing high quality learning opportunities, specifically children with additional support needs Questionnaires throughout the session gathering views of parents. Positive feedback from families on children feeling safe, happy and included. Children demonstrate an age-appropriate understanding of their rights. Observations show children are respected, included and involved in decision-making. All staff confidently use Think Equal, Let's Connect, and wellbeing indicators to inform planning and practice.	
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Ongoing Evaluation

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Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting the Needs of Learning				
Focused Priority: To Improve the development of communication and language				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.1 Self-evaluation for self-improvement 1.2 1.2 Leadership of Learning 1.3 Leadership of change 2.3 Learning, Teaching and Assessment 2.7 Partnerships 3.2 Raising Attainment and Achievement		Leadership of continuous improvement Children are supported to achieve: - Wellbeing, inclusion and equality - Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children show improved language and communication. Targeted children make clear, measurable gains linked to agreed language and communication aims.	Aim: Improved language and Communication for all children. - Establish QI Improvement Team to take part in Fife QI Early Language and Communication Programme and lead improvement work. Participants will: - collaborate with colleagues from nearby nurseries, and multiagency partners (EYDO's PTs, Speech and Language Therapists and the Improvement Coordinator) to share learning and good practice.	The Early Years staff participating in Fife QI Early Language & Communication Programme will: - Lead and be accountable for improvement work. - Deliver short Communication High 5 sessions for all staff and share key	Outcomes for Children - Percentage of children assessed as 'green' in the eLIPS <i>saying</i> category. - Movement from 'red' to amber/green in eLIPS <i>saying</i> category. - Number of children with clear language and communication improvement aims. - Number of run charts capturing children's progress over time. - Evidence of Improved engagement and communication observed during play and learning (e.g. conversation samples or engagement records).	QI Lead Team training dates: - Tuesday 18th August - Full Day, 9-3pm - Sessions 3:30pm-5:00pm 1. Wednesday 26th August 2. Wednesday 9th September 3. Wednesday 23rd September 4. Wednesday 7th October 5. Wednesday 4th November 6. Wednesday 18th November 7. Wednesday 2nd December

	- Analyse eLIPS data to agree on improvement aims and identify children to track impact. - Use QI tools to understand the root causes of poor language and communication. - Set clear, measurable improvement aims at nursery and individual child level. - Track impact and display data over time using run charts. Use data effectively to inform practice. - Implement Communication High 5 strategies into everyday practice. - Link with parents and carers to clearly communicate the improvement aim and how Communication High 5 supports children's language and communication, encouraging consistent approaches between home and nursery. Scale Up success: - Use collegiate time to focus on Communication High 5. - Support the Improvement Team to share Communication High 5 learning with all nursery staff. - Align Quality Assurance processes to check how well Communication High 5 is used in daily practice.	learning and impact across the nursery. - Be responsible for checking their own and each other's consistent use of Communication High 5 strategies (Quality Control). SLT will Quality Assure: - high-quality adult– child interactions in the nursery. - the consistent use of Communication High 5 across the nursery. - SLT will review and update quality assurance processes and documentation to support Communication High 5, including guidance for new staff.	Use of Data and Quality Improvement - QI Improvement Team established and meeting regularly. - Number of improvement aims agreed at nursery and individual child level. - Run charts in use to show improvement over time. - Evidence that eLIPS data is analysed and used to set priorities and track impact. - Use of QI tools to identify root causes. Practice and Implementation - Communication High 5 is consistently used in daily practice across the nursery. - Quality Assurance evidence showing high-quality adult child conversations. - Percentage of observations demonstrating Communication High 5 strategies. - Communication High 5 shared and reinforced through collegiate time. Staff Confidence and Capability - Number of staff trained through QI Early Language and Communication Programme. - Staff confidence in using	By January 2027: - A skilled QI team leading improvement work. - QI Knowledge and skills within the team to apply across improvement priorities. - Improved outcomes in eLIPS 'saying' (increase in % of children assessed as green). - Demonstrated impact for targeted children, based on robust measurement. - Consistent modelling of Communication High 5 in daily practice. By May 2027: - Communication High 5 embedded across wider staff team, led by the Nursery QI team. - Strong Quality Assurance Processes in place to ensure consistency and maintain momentum
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	• Hold regular tracking meetings between SLT and Early Years Staff. • Share key messages, strategies, and progress with parents through simple communication methods.		Communication High 5 strategies. • Staff confidence in leading Improvement. • Evidence that learning is shared from the improvement team to all staff. • Staff voice. Quality Assurance • Communication High 5 embedded within Quality Assurance processes. • Communication High 5 is referenced in nursery guidance. • Tracking meetings held between SLT and Early Years staff. • Collegiate time focused on Communication High 5 and early language. Parent /Carer Voice • Number of parent communications issues that explain communication High 5. • Parent/carers feedback on children's communication at home.	
Ongoing Evaluation				

PEF Plan

Pupil Equity Fund allocation for session 2026/27		£ 112,800
School Context (copied from SIP)		
Mountfleurie Primary has 287 children in P1 – P7 across 11 classes. Our Nursery has 59 children across two playrooms and our under 3 provision has 15 children in one playroom. Nursery provision is 9am – 3pm with children having the opportunity to be in all day, term time. The profile of the school is made up of: FME: 32.9% SIMD: 4.3 Care experienced: 2.8% ASN: 41.1% EAL: 4.9% Armed Forces: 1.4% Young Carers: 10%		
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)		
Mountfleurie Primary School recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We look closely at the school day through uniform, trips, eating, home learning, after school clubs and the community around us. We have a breakfast club every morning (after 9am) which is funded by Stephen's the Bakers (this has now been funded for the past 6 years). We have a pre-loved school uniform rail where parents can pick up clothes for free. In recent years, we have sought funding from Cash for Kids to provide school trips for a minimal cost to families. We provide free after school clubs available to all children from Primary 1 – Primary 7. We strive to make coming to school affordable for all through making things accessible for all. We actively seek out funding opportunities to allow some of our most vulnerable children to be included.		
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?)	
All parents/carers had the opportunity to feedback on PEF and what this looks like moving into next session. Children have also given feedback and they wanted to see more outdoor learning opportunities within school. Educational Psychologist has also been consulted regarding support in school and if funding should be used for this.	N/A	

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 68.078	
Attainment in Mountfleurie has a similar trend year on year, where Primary 1 and Primary 4 attainment has met the stretch targets, and Primary 7 hasn't. Additional staff has previously allowed a number of children who live in SIMD 1-4 attain in Literacy and Numeracy, where they previously wouldn't have. Additional Staff to be allocated (0.5FTE probationer and 1FTE teacher) to raise attainment in writing, particularly in Primary 3, Primary 4 and Primary 7 (session 2026-27).			
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 (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
For all identified children in Primary 3, Primary 4 and Primary 7 who are not on track to be involved in specific interventions. These interventions will allow the children to meet their expected level by the end of the year. Some of these interventions link to the SIP priority improving writing. Attainment in Numeracy and writing will increase across the school, but particularly in P3, P4 and P7.	An additional teacher will have focused groups of children. Baseline assessments will be carried out to ensure they know where gaps are in learning. Team teaching will allow whole class lessons to be split up more effectively. Interventions will be planned termly.	Baseline assessments will allow initial data to be gathered. End of term assessments will ascertain the progress made. Pupils views will allow for teaching to be adapted and observations will also help with this. Through planning, tracking and assessment meetings, professional judgement will also allow further planning and discussions to take place.	
Rationale (what poverty-related attainment gap are you trying to address?)		Amount of Fund allocated (if appropriate) £ 13,462	

This does not all have to have a PEF cost			
The additional support needs in Mountfleurie is now at 41.1% which is almost 20% than the previous year. This does not include children who are currently on the ND pathway (currently 32 children awaiting assessment). Due to a significant increase in additional needs and the cut in PSA hours, there is a need to provide more support in school through a pupil support assistant. Many of these children are academically able, however, struggle to access the curriculum in their mainstream classroom.			
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 (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
For identified children to have access to a nurture space and time to decompress when heightened. For identified children to have a calm quiet area, supported by a PSA to complete work and engage in activities to increase positive mental health.	A PSA will have focused groups of children or individual children in the nurture area of school. Children will be able to access this depending on need and will be planned and also when the need arises. PSA will work with SfL to prepare activities which will benefit the most in need.	Baseline assessments will allow initial data to be gathered. End of term assessments will ascertain the progress made. Tracking and planning meeting with teachers to ascertain engagement and progress. PSA meetings to track progress.	