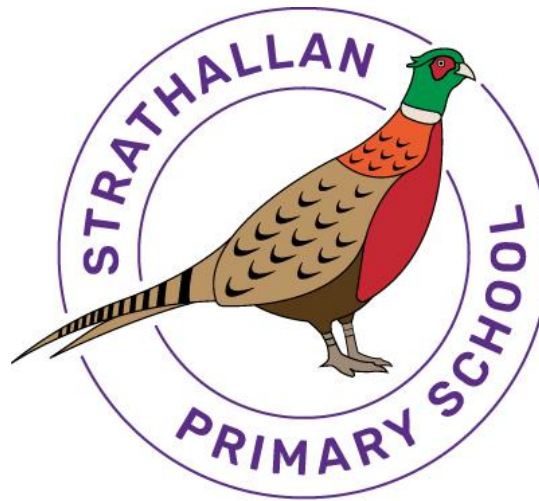


# Strathallan Primary School & ELC



## School & ELC Improvement Plan

2025/2026

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
<b>Focused Priority 1: “Readiness for Learning”</b> – To support all children to access learning, evaluate existing practice and engage in professional learning to develop our universal, additional and intensive supports across our School, ELC and ASC.				
HGIOS4 Quality Indicators		Quality Framework		
2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion		Nurturing Care and Support Wellbeing, Inclusion and Equality Children’s Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> <li>• All staff will use the CIRCLE and Up, up and Away framework to support the inclusion of learners within all classes, PEP and ELC.</li> <li>• All children in all classes/ELC will benefit from high quality universal supports with staff taking proactive steps to ensure barriers to learning are minimised.</li> <li>• Children requiring targeted support receive well planned and appropriate interventions. (school, PEP, ELC)</li> <li>• There is a clear framework of assessment in place to refer learners who require additional support within the classroom and ELC.</li> <li>• Referrals to Support for Learning for children who require additional support will be more informed and robust.</li> <li>• All children will have an increased understanding of emotional literacy</li> </ul>	<p><b><u>Professional Learning Activity</u></b></p> <ul style="list-style-type: none"> <li>• All staff will engage in professional learning sessions around CIRCLE.</li> <li>• All ELC staff to continue to engage with Up, Up and Away resource.</li> <li>• All staff to create an inclusive practice toolkit; this will detail our shared vision of inclusive practice policy and procedures within Strathallan Primary School, PEP and ELC</li> <li>• Revise Support for Learning referral process.</li> <li>• All staff to receive input and training from DLD team.</li> <li>• Additionality teacher to attend professional learning and then deliver inputs to all staff – based on input from ASIST, PSS etc...</li> <li>• ELC staff will share learning from the engagement with the Inclusive Practice Team across the school.</li> <li>• All staff will have opportunities to link with our PEP colleagues to enhance universal provisions in the mainstream setting.</li> </ul>	<p><b><u>CIRCLE</u></b></p> <p>Leads – Derek Cobb (HT), John Hargreaves (SfL), Jennifer Short (CT)</p> <p><b><u>Up, Up &amp; Away</u></b></p> <p>Leads – Susan Cunningham (DHT), Linda Sutherland (PNT)</p> <p><b><u>Relationships &amp; Bullying Policy</u></b></p> <p>Leads – Derek Cobb (HT), Jennifer Short (CT)</p> <p><b><u>Anti-Bullying</u></b></p> <p>Lynsey Mills (CT), Scott Orkney (CT)</p>	<p><b><u>Data</u></b></p> <p>CIRCLE Inclusive Classroom Scale (CICS) will rate the inclusiveness of the learning environment.</p> <p>CIRCLE Participation Scale (CPS) will identify and measure areas of learner participation.</p> <p>Reduced referrals to support for learning for universal supports.</p> <p><b><u>People’s Views</u></b></p> <p>Professional dialogue demonstrates a shared understanding of universal approaches.</p> <p>Dialogue with all staff at planning, tracking and attainment meetings.</p>	<p>ELC – Collegiate Sessions Term 1 &amp; Term 2 - Mondays</p> <p>August INSET – CIRCLE / Up, Up &amp; Away Introduction &amp; CICS. Behaviour &amp; Relationships &amp; Antbullying Policy.</p> <p>Tuesday 26<sup>th</sup> August – Lexia Input (PEF link)</p> <p>Wednesday 3<sup>rd</sup> September – CIRCLE Session</p> <p>Tuesday 7<sup>th</sup> October – CIRCLE Session</p>

<p>including their emotions, body sensations, triggers and identified strategies to support them. (Emotion Works or Tree of Knowledge)</p> <ul style="list-style-type: none"> <li>• All children will have a raised awareness of bullying and what is and how they can access support linking to a refreshed relationships and behaviour policy.</li> <li>• All ELC children will have a knowledge of our school/PEP/ELC values.</li> </ul>	<ul style="list-style-type: none"> <li>• A working party will refresh the relationships and behaviour policy and anti-bullying policy.</li> <li>• A refresh of Emotion Works or Introduction of Tree of Knowledge will be delivered through Together Times and Additionality Class Teacher support in classrooms/playground.</li> <li>• Establish objects of reference for our school values in PEP &amp; ELC.</li> </ul>	<p><b><u>Emotion Works/Tree of Knowledge</u></b></p> <p>Leads – Derek Cobb (HT), Jennifer Short (CT)</p>	<p>Children’s views on how personalised support is evident in their classroom.</p> <p>Children’s understanding and ability to share emotional literacy.</p> <p><b><u>Direct Observation</u></b></p> <p>Classroom Visits – focused on inclusivity of learning environment and engagement of children.</p>	<p>Tuesday 18<sup>th</sup> November – EP input – Sensory Circuits and Rhythmic Classroom</p> <p>November INSET - Behaviour &amp; Relationships &amp; Antbullying Policy.</p> <p>Tuesday 13<sup>th</sup> January – CIRCLE &amp; Support for Learning</p>
<b>Ongoing Evaluation</b>				
<b>Progress</b>	<b>Impact</b>		<b>Next Steps</b>	

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
<b>Focused Priority 2:</b> “Progression in Learning” <ol style="list-style-type: none"> <li>1. All children will receive their entitlement to a BGE through the planning of a progressive curriculum across 8 curriculum areas. Children’s progress and achievement of a level will be informed by professional judgements supported by the use of a range of assessment evidence and the benchmarks across all curriculum areas.</li> <li>2. All staff will engage in professional learning in digital technology to support and enhance the delivery of high-quality learning, teaching and assessment. Children will experience a more inclusive, engaging and personalised learning environment that will lead to improved outcomes through staff use of digital technologies.</li> </ol>				
HGIOS4 Quality Indicators			Quality Framework	
1.2 – Leadership of Learning, 1.3 – Leadership of Change 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 2.4 Personalised Support, 2.6 Transition 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
<b>FOCUS 1:</b> <ul style="list-style-type: none"> <li>• All children will experience planned, progressive learning experiences across the broad general education.</li> <li>• 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.</li> <li>• All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</li> </ul>	<b>Professional Learning Activity</b> <ul style="list-style-type: none"> <li>• As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum.</li> <li>• All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to:               <ul style="list-style-type: none"> <li>• HWB including PE</li> <li>• Technologies</li> <li>• Reading – Cluster Improvement Plan (looking outwards)</li> </ul> </li> </ul>	<b>Focus 1:</b>  Leads:  P3-7, Derek Cobb (HT),  P1-2, Susan Cunningham (DHT)  Class Teacher Leads for Curriculum Areas  Cluster HTs	FOCUS 1:  <u>Data</u>  Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum.  Analysis of data for identified cohorts e.g. SIMD, ASN, EAL,	Wednesday 21 <sup>st</sup> January  Wednesday 4 <sup>th</sup> February  INSET – February  Tuesday 17 <sup>th</sup> February  Wednesday 25 <sup>th</sup> February  INSET – May  Wednesday 10 <sup>th</sup> June



<p>them in their learning, preparing them with skills for learning, life and work.</p> <ul style="list-style-type: none"> <li>• 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 at universal, additional and intensive levels.</li> </ul>	<p>tools can support individuals and cohorts of children in their class.</p>	<p>Staff views on use of digital technology to enhance learning.</p> <p>Self-evaluation (2.3) on strengths and next steps.</p> <p>Staff professional dialogue with school/cluster colleagues.</p> <p>Feedback from Professional Learning activity.</p> <p>Parent/carer views on children's experiences.</p> <p>Children's views gathered through pupil focus groups on the use of digital technology to support and enhance learning experiences.</p> <p><b><u>Direct Observation</u></b></p> <p>Class Visits linked to the use of digital technology to enhance learning, teaching and assessment.</p> <p>Focus for LP – analysis of learning experiences through the use of technology – link to Priority 1 – Readiness for Learning.</p>	<p>September 2025 – P6 &amp; P7 Pupil Deployment</p> <p>Tuesday 4<sup>th</sup> November – Transforming Learning Input 3</p> <p>INSET – November – Sharing Practice</p> <p>Wednesday 26<sup>th</sup> November – Transforming Learning Input 4</p> <p>Tuesday 24<sup>th</sup> March – Transforming Learning Input 5</p>
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Ongoing Evaluation

Progress	Impact	Next Steps

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 3 (ELC Specific): “Progression in Learning” – All children will experience high quality spaces, interactions and experiences as a result of all staff engaging in professional learning in making very good use of the indoor and outdoor spaces to ensure all children make very good progress across literacy and numeracy.				
HGIOS4 Quality Indicators		Quality Framework		
		Leadership of Continuous Improvement Children experience high quality spaces Play and learning Curriculum Learning, Teaching & Assessment Children’s Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>FOCUS 1:</p> <ul style="list-style-type: none"> <li>All staff will be familiar with the new Quality Framework and refreshed ELC documentation.</li> </ul>	<p><u>Professional Learning Activity</u></p> <ul style="list-style-type: none"> <li>All staff will engage in the challenge questions using the new quality improvement framework to evaluate existing practice and identify strengths and areas of development.</li> <li>All staff will engage with the “Setting the Table” documentation and implement this within the setting.</li> </ul>	<p><u>QIF &amp; ELC Documentation:</u></p> <p>Leads –</p> <p>Susan Cunningham (DHT), Linda Sutherland (PNT)</p>	<p><u>Data</u></p> <p>Analysis of attainment data in literacy &amp; numeracy.</p> <p>Analysis of pupils’ views.</p> <p>Analysis of planning documentation &amp; PLJ Monitoring.</p>	<p>Weekly Nursery Improvement Sessions – Monday 15:00-16:00</p> <p>August 2025 – June 2026</p> <p>ELC Improvement Sessions</p>
<p>FOCUS 2:</p> <ul style="list-style-type: none"> <li>All children will experience high quality interactions that capture and extend their learning experiences.</li> <li>All children will be able to visualise and lead their learning journey through high quality interactions and documentation of learning.</li> </ul>	<p><u>Professional Learning Activity</u></p> <ul style="list-style-type: none"> <li>All staff will engage in refresh training on: High Quality Observations &amp; Interactions Planning – Responsive &amp; Intentional Learning Walls This will be achieved through engagement with Fife ELC Glow Blog &amp; Reflections on Practice.</li> </ul>	<p><u>Focus 2:</u></p> <p>Leads – Susan Cunningham (DHT), Linda Sutherland (PNT), Sarah Valente (EYO)</p>	<p><u>People’s Views</u></p> <p>Self-evaluation on strengths and next steps.</p> <p>Staff professional dialogue.</p>	<p>August 2025 – December 2025</p>



<ul style="list-style-type: none"><li>Documentation of learning will clearly demonstrate children’s voice, track learning, provide a record of the learning process, identify key themes, consider future experiences and be visible to all children and families.</li></ul> <p>FOCUS 3:</p> <ul style="list-style-type: none"><li>All children will experience a high-quality literacy and numeracy rich indoor and outdoor space.</li><li>Intentional promotion experiences will support children to extend their learning across numeracy in the learning environment.</li></ul>	<p><b><u>Forward Planning/Documentation of Learning</u></b></p> <ul style="list-style-type: none"><li>All staff will use the planning documentation effectively to ensure planned learning experiences are child-centred, progressive and linked to observations.</li></ul> <p><b><u>Professional Learning Activity</u></b></p> <ul style="list-style-type: none"><li>All staff will regularly engage in core provision audits to ensure literacy and numeracy are on offer within the indoor and outdoor environment.</li><li>Using a working party approach, all staff will take opportunities to engage in professional reading, looking outwards and engage in professional dialogue to evaluate and implement changes across the learning environments.</li><li>Using a working party approach, all staff will work collectively to build intentional promotion bags for numeracy.</li></ul>	<p>FOCUS 3:</p> <p>Leads – Susan Cunningham (DHT), Linda Sutherland (PNT)</p> <p>All EYOs</p>	<p>Feedback from Professional Learning activity.</p> <p>Children’s views gathered through high quality observations.</p> <p><b><u>Direct Observation</u></b></p> <p>ELC Visits linked to:</p> <p>Interactions</p> <p>Learning Walls</p> <p>Literacy &amp; Numeracy</p> <p>Outdoors</p> <p>Intentional Promotions within environment</p> <p>Focus for ELP</p> <ol style="list-style-type: none"><li>High quality interactions</li><li>Learning Walls</li><li>Outdoor Learning Environment (Lit &amp; Num)</li></ol>	<p>August 2025-December 2025</p> <p>January 2026-June 2026</p>
<b>Ongoing Evaluation</b>				
<b>Progress</b>	<b>Impact</b>	<b>Next Steps</b>		