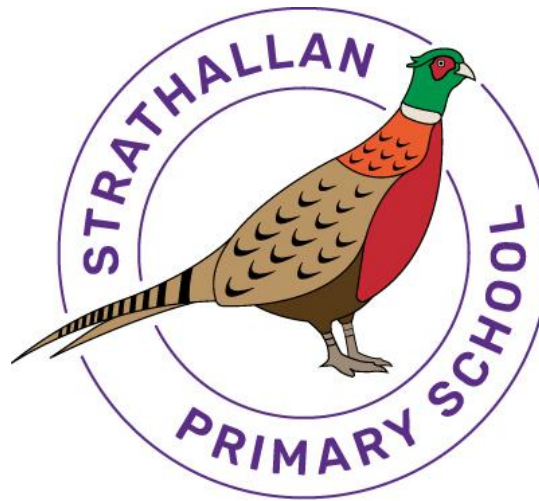


Strathallan Primary School & ELC



School & ELC Improvement Plan

2026/2027

Education Directorate Improvement Plan: Improving Learning & Teaching/Meeting Learners' Needs/Strengthening Curriculum Pathways				
Focused Priority 1: "Readiness for Learning" – 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 and Enhanced Provision (PEP). (Year 2)				
HGIOS4 Quality Indicators			Quality Framework	
1.3 Leadership of Change 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment & Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children in all classes will benefit from high quality universal support within their learning environment with staff taking proactive steps to ensure barriers to learning are minimised by embedding the use of CIRCLE. Children requiring targeted support receive well planned and appropriate interventions.	All staff will continue to engage with CIRCLE to inform their learning environments. Development of an agreed Learning Environment Rationale across all classes. Teachers and Pupil Support staff will have protected time to liaise and plan strategies for individual children. 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	Leads: Derek Cobb (HT) & Jennifer Short (CT) John Hargreaves (SfL) Class Teachers Pupil Support Assistants	Data CIRCLE Inclusive Classroom Scale (CICS) will rate the inclusiveness of the learning environment. CIRCLE Participation Scale (CPS) will identify and measure areas of learner participation. Direct Observation Classroom Visits – focused on inclusivity of learning environment and engagement of children. Learning Walks – focusing on positive behaviour and relationships, modelling of school values. People's Views Professional dialogue demonstrates a shared understanding of universal approaches. Dialogue with all staff at planning, tracking and attainment meetings.	INSET 1 – CIRCLE & Learning Environment Rationale Discussions Together Times – Term 1 – Positive Behaviour & Relationships Rationale Launch Wednesday 7th October – CIRCLE – Class Visit Feedback & Identified Professional Learning Input Tuesday 22nd September & Thursday 1st October – Parents' Evening – Behaviour & Relationships Showcase

Referrals to Support for Learning for children who require additional support will be more informed and robust. All stakeholders will have a shared understanding of our refreshed Positive Behaviour & Relationships Rationale and Anti-bullying Rationale.	A refreshed Support for Learning referral process will be implemented. Our newly developed Positive Behaviour & Relationships Rationale and Anti-Bullying Rationale will be launched across the school community with staff receiving further inputs on Emotion Works & Decider Skills to implement within learning environments across the school.		Children's views on how personalised support is evident in their classroom. Children's understanding and ability to share emotional literacy and clear understanding of positive behaviour & relationships rationale.	INSET 3 – Behaviour & Relationships & CIRCLE Session Teacher & PSA Meetings (1Hour) Wednesday 3rd September Wednesday 25th November Wednesday 13th January Wednesday 3rd March Wednesday 5th May
PEP Specific All children experience consistently high-quality, inclusive learning environments that support engagement, independence and wellbeing.	PEP Specific Working in partnership with the Neuroinclusive Practice Team (NST), embed consistent approaches to universal and targeted support across all learning environments using CIRCLE. All staff engaging in twilight sessions – CIRCLE – CICS, Action Planning, Shared Working Framework creation, CPS. All staff engaging in collegiate sessions working on action plan targets identified at twilight sessions.	PEP Specific Sarah Eldridge (PT) Stuart Bell (NST Team) PEP Teachers PEP PSA Team	PEP Specific Data: Completed Action Plans, Shared Working Framework and CIRCLE documentation showing progress and impact of engagement. CIRCLE Inclusive Classroom Scale (CICS) will rate the inclusiveness of the learning environment. CIRCLE Participation Scale (CPS) will identify and measure areas of learner participation. Direct Observation: Classroom visits – demonstration of impact of professional learning on learning environments and children's experiences People's Views:	PEP Specific Wednesday 19th August – Initial Meeting with NST Team August – September – Initial Classroom Visits Wednesday 16th September – Twilight 1 – CIRCLE – CICS September – Classroom Visits Wednesday 30th September – Twilight 2 – Action Plans & NST Supports September – December – Action Plan & NST Support Visits

			Professional dialogue with staff at twilight sessions and collegiate sessions Gathering children’s views using appropriate communication boards (being developed session 26/27 by Supporting Learners’ Services)	Wednesday 27th January – Twilight 3 – Review Action Plans January – February 2027 – Continued Visits February 2027 – Summary of Engagement Wednesday 28th April Wednesday 12th May October-November 2027 – Long Term Review
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning & Teaching/Meeting Learners' Needs/Strengthening Curriculum Pathways				
Focused Priority 2: “Progression in Learning” 1. To improve Literacy attainment for all children by strengthening the consistency and quality of teaching in Reading and Spelling. 2. All children will experience appropriate pace, challenge and support in their learning through effective assessment and moderation.				
HGIOS4 Quality Indicators			Quality Framework	
1.3 – Leadership of Change 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.2 – Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
FOCUS 1 Almost all children will be attaining national expected outcomes in reading, with a particular focus on those requiring targeted and additional support. Baseline: P2 (92.5%) – Almost All; P3 (82.6%) – Most; P4 (69.2%) – Majority; P5 (83.3%) – Most; P6 (75.6%) – Majority; P7 (85.3%) – Most Children will demonstrate increased confidence, fluency and comprehension, leading to	FOCUS 1 Implement the newly purchased reading scheme to ensure a progressive, structured and consistent approach to reading across all stages. Engage with the Fife Reading Assessment Pack to strengthen assessment practices, ensuring robust, standardised approaches to measuring reading progress and identifying gaps. Develop and improve the teaching of guided reading, with a focus on high-quality questioning, differentiation and explicit teaching of comprehension strategies. Facilitate ongoing professional learning and dialogue to build staff confidence and consistency in the teaching of reading.	FOCUS 1 Derek Cobb (HT) Karen Adam (CT) Laura Jamieson (CT) John Hargreaves (SfL) – Lexia Lead	FOCUS 1 Data: Lexia progress data (usage, levels gained, progress over time) Fife Reading Assessment data (baseline and follow-up assessments) Planning & Tracking Attainment meetings and data across the session Direct Observation: Learning visits focused on guided reading and use of the reading scheme Evidence of consistent use of reading strategies and high-quality questioning People’s Views: Pupil voice (confidence, engagement, understanding of reading strategies)	FOCUS 1 INSET 2 – Reading Scheme Introduction & Assessment Collegiate Sessions Wednesday 9 th September Wednesday 28 th October INSET 3 – Reading Focus Wednesday 11 th November Wednesday 18 th November (CLUSTER) Wednesday 9 th December Wednesday 20 th January Wednesday 3 rd February INSET 4 – Reading Focus

improved outcomes in literacy across all stages. All staff will have increased confidence in planning and assessing reading using Fife Reading Assessment Pack. All children identified for targeted intervention using Lexia will have closed their attainment gap.	Strengthen assessment approaches in reading, ensuring a clear balance between formative and summative assessment, and improving the accuracy of teacher professional judgement. Introduce and embed moderation of reading standards, both within school and at cluster level, to ensure increased confidence and consistency in assessing progress and achievement of CfE levels. Embed the consistent use of Lexia to provide targeted, personalised support for identified children, ensuring progress is closely tracked and informs next steps in learning.		Staff feedback on confidence and consistency in teaching reading Parent/carers feedback on reading engagement at home	Wednesday 28th April
FOCUS 2 All children will experience appropriately differentiated learning, where higher-order questioning supports deeper thinking. All children will engage in high-quality assessment approaches, including peer, self and teacher assessment, enabling them to understand their progress, identify next steps and take increasing	FOCUS 2 Professional learning on differentiation and higher-order questioning to support consistency in practice. Build a shared understanding of effective peer, self and teacher assessment through professional dialogue, exemplification and moderation activities.	FOCUS 2 Derek Cobb (HT) Shirley Hughes (CT) – Transforming Learning Lead Class Teachers	FOCUS 2 Data: Improved attainment and progress across literacy and numeracy, including targeted groups. Consistent assessment evidence used to inform next steps. Increased access and impact of digital tools for identified learners. Direct Observation: Classroom visits - consistent differentiation, higher-order questioning and assessment approaches in practice. Planning Monitoring - clear links between assessment, planning and responsive teaching.	FOCUS 2 August – December 2026 Focus CD Sessions: Wednesday 17th February Wednesday 23rd February Wednesday 24th March (Sharing Practice Session)

ownership of their learning. All staff will develop an agreed assessment calendar to inform learning and teaching; as a result, all children receive relevant next steps to support progress and attainment. All staff will engage in ongoing Transforming Learning professional learning; as a result, all children will access learning more effectively through digital technologies and accessibility tools.	Develop an Assessment Calendar for Numeracy, Spelling, Writing & Reading Assessments. Delivering Transforming Learning professional learning focused on accessibility and inclusive digital tools to support learners with additional needs. Support staff to embed digital technologies in everyday practice, sharing impact on engagement, inclusion and attainment.		Effective use of digital technologies to support inclusion and engagement. People's Views: Pupil Voice Groups - children understand their progress and next steps and feel involved in their learning. Staff report increased confidence and consistency in practice. Positive feedback from children and staff on the impact of digital tools.	
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning & Teaching/Meeting Learners' Needs/Strengthening Curriculum Pathways				
Focused Priority (PEP Specific): "Progression in Learning" - All children will experience consistently high-quality learning, teaching and assessment, personalised support and inclusive learning environments that meet individual needs and improve outcomes.				
HGIOS4 Quality Indicators			Quality Framework	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff will demonstrate increased confidence and consistency in delivering high-quality learning, teaching and assessment. All children will experience learning, teaching and assessment approaches that are matched effectively to individual needs, leading to improved progress across the curriculum. Personalised support is consistently planned, implemented and reviewed, resulting in better outcomes for all children.	Develop and agree a clear learning, teaching and assessment framework across the PEP to ensure consistency of high-quality practice. Improve the use of assessment, tracking and moderation to ensure robust evidence of progress and next steps (Progress). Strengthen use of personalised planning (e.g. learner profiles, PLJs) to ensure learning is matched to individual needs. Provide targeted professional learning to build staff capacity in differentiation, inclusive pedagogy and assessment. Strengthen quality assurance through regular observations, learning conversations and professional dialogue.	Sarah Eldridge (PT) PEP Class Teachers PEP PSA Team	<u>Data</u> Tracking and Assessment data demonstrates improved progress over time for individuals. Increased consistency and quality of planning, assessment and moderation evidence across the provision. Evidence from PLJs shows clearer identification of needs and purposeful next steps in place. <u>Direct Observation</u> Classroom visits – focused on learning environments, consistent use of universal supports, learning experiences being appropriately differentiated, staff using a range of strategies and resources to engage learners and support independence and personalised strategies and supports are clear in classroom practice. <u>People's Views</u> Professional dialogue demonstrates that staff have an increased confidence and clarity in	Collegiate Sessions Wednesday 2nd September Tuesday 10th November INSET 3 – Documentation of Learning Focus Wednesday 2nd December Wednesday 27th January INSET 4 – Assessment, Tracking and Moderation Focus Wednesday 17th February Wednesday 3rd March Wednesday 17th March

			delivering high-quality learning, teaching and assessment. Parents/carers report improved understanding of their child's progress and support. Children demonstrating how their personalised support is helping them to engage in learning.	
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning & Teaching/Meeting Learners' Needs/Strengthening Curriculum Pathways				
Focused Priority (ELC Specific): "Progression in Learning" - All children will experience high-quality, progressive learning experiences which enables them to articulate, lead and reflect on their learning by adults displaying skilled interactions, consistent child-led approaches and ensuring pupil voice is at the centre. All staff will have a shared understanding of achievements within Early Level supported by robust evidence, dialogue and meaningful documentation of progress ensuring all children make very good progress.				
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
FOCUS 1 All staff will be familiar with the new Quality Framework and refreshed ELC documentation. All staff will have an increased understanding of achievement of a level (Early)	FOCUS 1 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. All staff will engage in professional dialogue to strengthen planning, tracking and monitoring processes to developing a clear and consistent understanding of achievement of a level. All staff will use observations more effectively to inform professional judgement and next steps in learning.	FOCUS 1 Susan Cunningham (DHT) Linda Sutherland (PNT) EYO Team	FOCUS 1 <u>Data</u> Completed self-evaluation grids using Fife Quality Improvement Framework Graffiti Walls Curriculum Rationale development Robust Planning & Tracking Data <u>Direct Observation</u> ELC Visits – impact of professional dialogue within the setting <u>People's Views</u> Self-evaluation on strengths and next steps. Staff professional dialogue.	FOCUS 1 August 2026 – June 2027 INSET 1 – Quality Improvement Framework self-evaluation and SSE INSET 3 – Achievement of a level input Ongoing built into NIP Sessions & Team Meetings

FOCUS 2 All children will increasingly shape and articulate their learning through high-quality interactions and meaningful documentation, with their voice clearly captured to track progress and inform next steps.	FOCUS 2 Refresh learning on high-quality interactions that prioritise children’s voice in planning, dialogue and reflection. Collegiate dialogue focused on using children’s voice to inform responsive play and learning. Develop consistent approaches to planning and documenting learning that capture children’s thinking, choices and next steps. Ensure documentation of learning is accessible and visible, supporting children to revisit, reflect on and talk about their progress (Learning Walls, Floor Books, PLJS)	FOCUS 2 Susan Cunningham (DHT) Linda Sutherland (PNT) EYO Team	FOCUS 2 <u>Data</u> Analysis of pupils’ views. Analysis of planning documentation & PLJ Monitoring. <u>Direct Observation</u> ELC Visits linked to: Interactions Pupils Leading Learning Learning Walls Focus for ELP 1. High quality interactions 2. Learning Walls <u>People’s Views</u> Feedback from Professional Learning activity. Children’s views gathered through high quality observations.	FOCUS 2 INSET 1 – Pupil Voice & High-Quality Interactions & Observations Refresh INSET 2 - Learning Walls & Floor Books Refresher (PM) Monday 14th September (PM) – Shared Room Planning Moderation Monday 28th September (PM) – ELC Room Visit Feedback Session & Identified Professional Learning Monday 9th November (PM) – Extended Learning Partnership Feedback & Identified Professional Learning Term 3 – Peer PLJ Monitoring
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FOCUS 3 Almost all children will show increased emotional literacy and confidence in expressing their thoughts and feelings, strengthening their ability to build relationships and engage in learning.	FOCUS 3 Think Equal Leads will attend Professional Learning Input prior to implementation. All staff will engage in professional learning to develop their understanding of the Think Equal approach and pedagogy. Establish a consistent whole-setting approach to delivering sessions, including shared language and routines. Embed Think Equal across daily practice, ensuring emotional literacy is reinforced through continuous provision and interactions. Use observation and children's voice to inform responsive planning and next steps. Engage families by communicating key themes and supporting continuity between nursery and home.	FOCUS 3 Susan Cunningham (DHT) Sarah Valente (EYO) EYO Team	FOCUS 3 Data: Accident and Incident monitoring indicate a reduction in low-level conflict and an increase in cooperative play. Tracking participation shows increased engagement in group dialogue and learning experiences. Direct Observation: Almost all children demonstrate increased emotional literacy (e.g. naming, recognising and discussing feelings) and show improved ability to regulate emotions and engage positively in play and learning. High-quality adult-child interactions consistently model and extend emotional language. Learning environments and documentation clearly reflect children's voice and emotional understanding. People's Views: Staff share increased confidence in delivering emotional literacy through Think Equal. Almost all children can talk about their feelings and relationships with greater clarity.	FOCUS 3 INSET 2 – Introduction to Think Equal NIP Sessions: Monday 31st August (PM) Monday 7th September (AM) Monday 21st September (AM) Monday 5th October (AM) Monday 9th November – Check In Progress January 2027-August 2027 – continued engagement and self-evaluation
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				