

Education – Improvement Planning Document – 2026-27

Establishment Name:

CONTENTS

- Establishment Vision, Values and Aims
- 3 Year overview of priorities – based on the National Improvement Framework
- Action Plan for session 2026-27 including PEF planning

Head of Establishment	Pauline McPhee	Date	30/06/2026
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Quality Improvement Officer	Yvonne Gallagher	Date	30/06/2026
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Our Vision, Values and Aims

Vision

To be the heartbeat of the Larkfield community, a place where every child feels safe, nurtured and inspired to love learning.

Our Values

Nurture – Supporting each child with love and care.

Wellbeing – Promoting mental, physical and emotional health.

Creativity – Encouraging imagination and curiosity.

Inclusion – Embracing and celebrating diversity.

Community – Working in partnership with families and the local area.

Teamwork – Collaborating with each other to achieve shared goals.

Enthusiasm – Approaching learning and life with energy and positivity.

Our Aims

1. To provide a safe, nurturing and fun environment where children feel confident and secure.
2. To build strong, respectful relationships with families and the community.
3. To foster a love of learning that sparks creativity, independence and resilience.
4. To embed wellbeing, inclusion and children's rights in all that we do.
5. To be a place that reflects the heart of the community, where all voices are valued.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three year plan

Link to NIF 2026 [National Improvement Framework 2026 - gov.scot](https://www.gov.scot/national-improvement-framework-2026)

Key Priorities - National Improvement Framework	Session 2026-2027	Session 2027-2028	Session 2028-2029
Placing the human rights and needs of every child and young person at the centre of education	Develop Rights Respecting practice. Embed racial literacy in daily practice. Build staff confidence in staff in discussing bias and discrimination.	Continue to develop our inclusive, rights-respecting environment through reflection, evaluation, and partnership with families.	Empower children to take an active leadership role in promoting rights, equality, diversity, and inclusion.
Improvement in children and young people's health and wellbeing;	Consolidate trauma-informed practice. Strengthen staff use of PATHS, CIRCLE and ICAN. Improve family engagement and consistency of practice.	Strengthen multi-agency collaboration and continue to evaluate impact of support.	Use data, stakeholder feedback, and case studies to evaluate interventions and inform continuous improvement.
Closing the attainment gap between the most and least disadvantaged children and young people;	Strengthen planning for children living in SIMD 1&2, embed targeted support and responsive pedagogy use data to identify barriers earlier.	Aim for 90% of children to be consistently on track in BGE tracker. With improved attainment for identified groups.	Embed robust early intervention and targeted support approach, using attainment, wellbeing and engagement data to provide timely, evidence-based support.
Improvement in skills and sustained, positive school-leaver destinations for all young people	Embed and evaluate Literacy and Numeracy strategies. Strengthen links between tracking and CFE; use learning journals for target setting and reflection.	Maintain high levels of progress towards personal targets and strengthen families understanding of learning.	Further strengthen family and transition partnerships so children develop the skills, confidence and learning behaviours for successful transitions.
Improvement in achievement, particularly in literacy and numeracy	Use updated national and local guidance confidently; strengthen staff understanding of progression and refresh the curriculum rationale.	Ensure the curriculum is broad, relevant and responsive to the local context, with robust evidence of impact.	Continue curriculum development through consultation and strengthen use of assessment data to evaluate learning experiences.

Stakeholder’s views

How were stakeholders’ views collected? (Early Years/Primary/ Secondary)

Stakeholders’ views were gathered through parent and carer questionnaires, induction and transition feedback, children’s observations and conversations, floor books, voting activities and Learning Journals, staff professional dialogue and self-evaluation, partner-agency feedback, family learning events, parents’ meetings and informal daily communication.

This evidence was analysed alongside attainment, attendance and wellbeing information to identify strengths and improvement priorities.

The resulting plan therefore reflects the needs of children, families, staff and the wider Larkfield community.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2026-27

Priority 1: Overview of Priority - NIF Priorities Improvements in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people		
National Improvement Framework Outcomes 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.		
How Good is Our School Choose an item. Choose an item. Choose an item. Choose an item.	A Quality Framework for ELC 1.2 Staff Skills, Knowledge, Values and Deployment 2.1 Children Experience High Quality Spaces 3.2 Curriculum 4.2 Wellbeing, Inclusion and Equality	UNCRC Article 28: (Right to education): Article 29 (Goals of education): Article 3 (Best interests of the child): Choose an item.
Rationale for change based self-evaluation including data and stakeholder (Early Years/Primary/ Secondary)		
Standards and Quality evaluation identified strong progress in numeracy, with improved staff confidence and effective use of BGE tracking. It also identified writing as the key attainment priority and highlighted the need to strengthen moderation, data use and distributed leadership. This priority directly carries forward those next steps by developing Literacy and Numeracy Champions, strengthening assessment and moderation, and improving meaningful writing opportunities across indoor and outdoor learning. An equalities lens will be applied to attainment and tracking information to identify any patterns, barriers or inequalities affecting individuals or groups of children. This will ensure that learning experiences, resources and targeted interventions are inclusive, accessible and responsive to children’s individual circumstances.		
Expected outcomes for learners (Early Years/Primary/ Secondary) Who? By how much? By when? What?		
Staff: By June 2027, all practitioners will engage in regular moderation and professional dialogue. By May 2027, Literacy and Numeracy Champions will lead professional learning, coaching and peer support, increasing staff confidence and consistency in effective literacy and numeracy practice.		

Children: By June 2027, the majority of children will make improved progress in literacy and numeracy, with at least 70% achieving expected Early Level milestones, with a particular focus on writing. By May 2027, children identified through tracking, including those living in SIMD 1–2 areas and care-experienced children, will receive timely targeted support.

Parents: By May 2027, most parents and carers will have a clearer understanding of their child’s progress. At least 75% of families will be supported to contribute to learning through home-learning opportunities and targeted literacy and numeracy strategies.

Establishment: By January 2027, a consistent and robust approach to assessment, moderation and tracking will be embedded. By March 2027, distributed leadership through Literacy and Numeracy Champions will be evident in professional practice and targeted interventions.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Moderation records, tracking meetings and professional dialogue will demonstrate increasingly consistent professional judgements.
- Staff surveys and quality assurance will evidence increased confidence in assessment, moderation, literacy and numeracy pedagogy.
- Learning Journals, observations and BGE tracking will demonstrate improved progress, particularly in writing and numeracy.
- Audits of indoor and outdoor environments will evidence purposeful and meaningful mark-making and writing opportunities.
- Intervention records and 12-weekly attainment meetings will show that targeted support is timely, reviewed and adapted in response to progress.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Plan and facilitate regular moderation professional judgements and tracking.	Termly		All Staff Graduate SLT	Quality assurance calendar; moderation materials; professional dialogue.
Develop Literacy and Numeracy Champion roles to lead professional learning, coaching and modelling of effective practice.	October 2026 – May 2027		Graduate Numeracy / Literacy Lead	In-service learning; peer observation; professional reading.
Analyse baseline and tracking data to identify next steps and targeted groups.	Every 12 Week Block		SLT, Keyworkers, Graduate	BGE trackers; Learning Journals; attainment meetings.
Develop meaningful writing and mark making opportunities indoors and outdoors.	August 2026 January 2027		All Staff/ Literacy Lead	Environment audit; literacy resources; professional learning.
Implement and review targeted literacy and numeracy interventions.	Sept 2026 – June 2027		SLT, Graduate, Keyworkers	Tracking data; intervention records; TAC/keyworker meetings.
Collaboratively refresh the nursery curriculum rationale so it reflects vision, values, local context and progression.	Nov 2026-March 2027		SLT; all staff; children; families	CfE; Realising the Ambition; QIF; stakeholder consultation.

Priority 2: Overview of Priority - NIF Priorities Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing		
National Improvement Framework Outcomes 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.		
How Good is Our School Choose an item. Choose an item. Choose an item. Choose an item.	A Quality Framework for ELC 1.3 Leadership of Continuous Improvement 2.1 Children Experience High Quality Spaces 3.1 Play and Learning 4.2 Wellbeing, Inclusion and Equality	UNCRC Article 5 (Parental guidance): Article 3 (Best interests of the child): Article 12 (Respect for the views of the child): Choose an item.
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
The Standards and Quality Report shows that family partnerships, target-setting and attendance monitoring have strengthened, with earlier identification of barriers and personalised support for children with inconsistent attendance. The next stage is to make these improvements sustainable by developing staff leadership, extending family learning beyond target-setting meetings and using attendance and attainment data more strategically to evaluate the impact of interventions, particularly for children facing socioeconomic barriers. In line with The Promise, particular consideration will be given to the experiences and outcomes of care-experienced children and families, ensuring that trusting relationships, children's voice and early, responsive support remain central to planning and decision-making.		
Expected outcomes for learners (Early Years/Primary/ Secondary) Who? By how much? By when? What?		

Children: By June 2027, at least 80% of children identified through tracking and attendance data will demonstrate improved progress in targeted areas. Children with attendance concerns will show improved attendance and engagement through personalised interventions.

Parents: By June 2027, at least 75% of families will participate in family learning opportunities focused on literacy, numeracy and wellbeing and report increased confidence in supporting learning at home.

Staff: By June 2027, identified practitioners will confidently lead aspects of attendance, family engagement and closing the attainment gap, and staff will use attendance and attainment data consistently to evaluate interventions.

Establishment: By June 2027, the centre will demonstrate a sustainable, evidence-informed approach to equity through distributed leadership, effective family partnerships and robust use of data.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Attendance, attainment and tracking data will demonstrate measurable improvement for targeted children and reduced barriers to learning.
- Family participation records and feedback will show increased engagement and confidence in supporting learning at home.
- Professional dialogue, self-evaluation and quality assurance will show staff using data consistently to identify needs, plan support and measure impact.
- Distributed leadership will be evident through practitioners leading attendance, family learning and equity actions.
- Intervention records and case studies will show support is timely, proportionate, reviewed and adapted.
- Children's and families' views, including those of care-experienced children and families, will demonstrate that they feel listened to, respected and meaningfully involved in decisions about support.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identify staff leads for attendance, family engagement and equity and agree clear leadership responsibilities.	Sept 2026		SLT; identified practitioners	Leadership coaching; QIF self-evaluation; improvement methodology.
Review attendance and attainment data to identify children and families requiring targeted support.	Every 4-6 weeks		SLT; attendance lead; keyworkers	Attendance reports; BGE tracking; wellbeing information.
Develop individual attendance/support plans where barriers are identified, including flexible and sensitive approaches where appropriate.	Ongoing		SLT; keyworkers; families; partner agencies	GIRFEC planning; multi-agency support; attendance procedures.
Deliver family learning opportunities in literacy, numeracy and wellbeing, informed by family voice.	Termly		Family engagement lead; Graduate; staff; community partners	Workshops; take-home resources; Bookbug; community partnerships.
Evaluate targeted interventions using progress, attendance and engagement evidence and adapt support accordingly.	Every 12 weeks		SLT; staff; partners	Attainment meetings; intervention records; case studies.
Gather parent/carers feedback and use findings to shape future family-learning and equity approaches.	Termly		Family engagement lead; SLT	Questionnaires; consultations; Learning Journals.

Priority 3: Overview of Priority -
NIF Priorities

Choose an item.
Choose an item.

National Improvement Framework Outcomes

- 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

How Good is Our School

Choose an item.
Choose an item.
Choose an item.
Choose an item.

A Quality Framework for ELC

- 1.3 Leadership of Continuous Improvement
- 2.1 Children Experience High Quality Spaces
- 3.3 Learning, Teaching and Assessment
- 4.3 Children's Progress

UNCRC

Article 28: (Right to education):
Article 3 (Best interests of the child):
Article 12 (Respect for the views of the child):
Choose an item.

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

The Standards and Quality Report records that implementation of the Under-3s Developmental Milestone Tracker was delayed because the tracker and associated training were not available until May 2026. Practitioners continued to use the existing developmental tracker, and all practitioners have now completed training. This priority therefore carries forward directly into 2026-27 so that the new tracker can be embedded, quality assured and evaluated for impact on early identification, planning, intervention, equity and family engagement.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Children: By April 2027, 100% of children under three will be observed using the tracker. Children requiring additional support will demonstrate measurable progress against identified next steps through a GIRFEC approach.

Children with identified or emerging additional support needs will be identified at the earliest opportunity, with appropriate adaptations, targeted interventions and multi-agency support used to reduce barriers to participation, learning and development.

Children: By January 2027 Children with identified or emerging additional support needs will be identified at the earliest opportunity, with appropriate adaptations, targeted interventions and multi-agency support used to reduce barriers and promote participation, progress and positive outcomes.

Staff: By October 2026, 100% of practitioners will confidently use the tracker. By May 2027, quality assurance and professional dialogue will demonstrate increased consistency in assessment and planning.

Parents: By June 2027, parents and carers will receive regular evidence-based updates and the majority will report feeling well informed and confident in supporting development at home.

Establishment: By January 2027, the tracker will be fully embedded. Tracking and quality assurance will demonstrate improved early identification, consistent assessment and more effective planning and targeted support.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary) How will we measure this? What does “better” look like? How will we recognise better when we see it?
• Tracker audits, moderation and peer observations will evidence consistent practice across under-three playrooms. • Developmental tracking, Learning Journals and observations will show progress against individual next steps. • Quality assurance and professional dialogue will show that tracker information informs responsive weekly and medium-term planning. • Parental feedback will demonstrate a clearer understanding of progress and increased confidence in supporting development at home. • Data will evidence earlier identification of developmental gaps and timely GIRFEC-informed intervention for children requiring additional support. • Tracking, individual planning and review evidence will demonstrate that children with additional support needs receive appropriate adaptations and targeted support, resulting in improved participation and progress against identified next steps.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement the Under-3s Developmental Milestone Tracker for all children under three.	Aug–Oct 2026		All under-3 staff; SLT	Tracker guidance; staff training completed May 2026.
Facilitate peer moderation sessions to develop shared understanding and consistency.	Termly from Oct 2026		All under-3 staff; SLT; core support group	Moderation exemplars; professional dialogue.
Use tracker evidence to inform responsive weekly and medium-term planning and individual next steps.	Ongoing from Aug 2026		Keyworkers; room teams	Planning meetings; Learning Journals; tracker data.
Identify developmental needs early and implement proportionate GIRFEC-informed interventions.	Ongoing		Keyworkers; SLT; families; partner agencies	GIRFEC processes; targeted resources; partner support.
Share tracker outcomes and next steps with parents/carers and provide practical home-learning guidance.	At least termly		Keyworkers; parents/carers	Learning conversations; parent meetings; home-learning guidance.
Audit tracker use and evaluate impact on assessment, planning, intervention and equity.	Termly; final review May 2027		SLT; staff	Quality assurance calendar; audits; tracking analysis.
Gather staff and parent feedback and use findings to refine implementation.	Jan and May 2027		SLT; staff; parents/carers	Surveys; consultations; self-evaluation.