

Kirklandpark Primary

Improvement Plan 2025/2026



STRATEGIC PRIORITY 1 IMPROVING OUR SCHOOL

Through the effective use of evidence and enquiry, we aim to drive change to improve attainment through rigorous interrogation of our data. We will engage in high quality self-evaluation to improve our learning and teaching across all stages. We will have a relentless focus on equity and excellence, with a collective responsibility for whole school improvement.

- ✓ Complete self-evaluation of HGIOS QIs 2.3 and 3.2 using Level 5 illustrations.
- ✓ Interrogate 2025 data to identify trends and barriers to learning at whole school and individual stages.
- ✓ Audit to capture CLPL focus identified by teaching staff.
- ✓ Diagnostic assessments to be used in identified area of improvement to establish specific areas for focus for curricular intervention.
- ✓ Data informed tracking meetings to be undertaken using Fact, Story, Action (FSA), which will analysis barriers to learning and gaps at classroom level.
- ✓ Revisit learning intentions and success criteria.
- ✓ Identification of baseline assessment for specific area for improvement within writing and identify Targeted Intervention Groups (TIGs).
- ✓ Use diagnostic assessment results to formulate learning conversations with children (enabling triangulation of evidence)
- ✓ SLT and peer classroom observations (trio visits) to be undertaken to enable identification of high effective practice, provide opportunities for professional dialogue and reflect on teaching and learning.
- ✓ Forward planning monitoring to support quality assurance with identified area of highly effective practice reflected in teacher's planning.
- ✓ Qualitative data collection via pupil learning conversations, focused on children's understanding of acquired skill.
- ✓ Triangulate evidence to establish impact of IOS.

STRATEGIC PRIORITY 2 IMPROVING OUR WRITING

We will continue to focus on improving writing levels for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the IOW programme.

- ✓ Through the IOW programme, staff will further develop their awareness of the 15 writing elements.
- ✓ Staff will complete a 'Pre-Confidence Staff Survey' to identify areas for staff CLPL.
- ✓ Staff will triangulate attainment data through school and class tracking (Fact, Story Action), writing assessments and learner conversations.
- ✓ From the evidence, identify one writing sprint and implement over a 4 week period. Implement 3 teaching sprints throughout the year.
- ✓ Analyse results of each sprint and engage in self evaluation, participating in professional dialogue to plan next steps.
- ✓ Teaching staff will provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces.
- ✓ Trio observations will take place to identify good practice and identify areas for continuous improvement.
- ✓ Staff will complete 'Post IOW Staff Confidence Survey' and compare results from initial survey.
- ✓ Analysis of writing data pre/post IOW intervention will be compared to identify improvement attainment.

STRATEGIC PRIORITY 3 BUILDING CAPACITY AND MOTIVATING LEARNERS

To develop Social Studies, with a focus on IDL, incorporating pupil voice to create new and engaging topics. Increase the use of digital technologies to support learners and reduce barriers to learning. Work with our Parent Council to audit our homework programme to increase participation of home learning. Continue to support pupils experiencing attachment related distress to improve mental wellbeing and ensure pupils feel safe and secure in school.

- ✓ All teaching staff will have a better knowledge and understanding of IDL pedagogy.
- ✓ With built in provision to enable pupil voice, we aim to update whole school overview of class, stage and departmental offering encompassing IDL topics that have a emphasis on Social Studies elements and create engaging and motivating resources.
- ✓ We will work towards achieving our Digital Schools Award accreditation through validation of our self-evaluation to recognise excellence in the use of digital technology to support learners, through play and to promote positive digital practices.
- ✓ We aim to increase technical digital skills development of learners with ASN to reduce barriers to learning.
- ✓ Our school will ensure clear and accessible communication via digital offerings including our school website to assist all stakeholders.
- ✓ In conjunction with our Parent Council, our homework offering will be updated to better meet the needs of families, targeting areas of learning most requiring consolidation and reinforcement in order to increase participation and quality of work returned.
- ✓ We will identify children for targeted homework support and have provision for in-school completion in order to help and support families.
- ✓ Staff will continue to work towards the third SLC Attachment pledge. Practitioners will have enhanced awareness and utilisation of information and pedagogy to develop and support neuro-affirming practice and build capacity in supporting learners with ASN.