Education

Establishment Improvement Plan

2025 - 2026

Luss Primary School

Priority 1: Improve Learning, Teaching and Assessment in Phonics and Reading through development of a culture of collaborative professional learning which increases teacher participation, agency and leadership and facilitates a culture of enquiry-led school improvement.	**What will change?** **For Whom?** **By When?**	**What data will be gathered?** **How much change/progress should be expected?**	Y
	• All learners working at Early and First Levels, particularly those with barriers to literacy or a dyslexic profile, will experience more consistent, structured and effective phonics instruction by June 2026.	• Pre/post assessments using Read Write Inc diagnostic tools will show 100% of learners working at Early and First Levels making progress in phonics and early reading. (Pre XBRA PA Pick-ups: Oct / Feb /May)	
	• All learners will show improved decoding, word recognition, and early reading fluency by June 2026.	• Tracking of phonics and reading attainment through formative and summative assessments + All Track (in-house tracking) will show at least 85% (currently 72%) of learners working at Early and First Levels will be on track in phonics and early reading. (June, 2026)	
	• All learners will engage more enthusiastically in phonics learning through improved resources and play-based strategies by April 2026.	• Observations, pupil voice and survey data (GMWP) will show an increase in learner engagement and confidence in phonics based learning (April, 2026)	
	• All practitioners will have increased their confidence and competence in delivering phonics using Read Write Inc by December 2025, leading to greater consistency and impact across the school.	• Staff self-evaluation of confidence and competence in phonics teaching (pre/post CLPL survey data) will show 100% of staff involved in RWI training and phonics delivery will report increased confidence and understanding. (December 2025)	
	• All practitioners will have increased their confidence and competence in assessing phonetic progress using Read Write Inc leading to greater understanding of expected progress, by June 2026.	• All first level stages, observations will show evidence of enhanced phonics learning environments and resources being actively used to support differentiated learning. (March 2025)	

	• Teachers and practitioners will deepen their understanding of effective phonics pedagogy through collaborative professional enquiry focused on learner needs, by April 2026. • Practitioners participating in the collaborative professional enquiry group will implement and evaluate changes to phonics teaching that lead to improved learner engagement and decoding confidence, by April 2026.	• Practitioner reflections and enquiry logs (pre/post) will evidence changes to practice (lesson observations, learning journals, resource use). • Learner voice data on engagement in phonics tasks and phonics assessment data (e.g. sound recognition, blending, decoding fluency) will report increased confidence and clarity in phonics instruction in 100% of learners (April 2026). • Learners in enquiry-linked interventions will show improved sound retention and decoding fluency, with ≥80% of the cohort 'on track'. (May 2026).	

Priority 2: Improve Learning, Teaching and Assessment in Talking & Listening.	**What will change?** **For Whom?** **By When?** ___ • All learners, with targeted support for those needing development in communication, language processing, or social interaction, will demonstrate improved confidence, participation, and listening in a wider range of structured talking and listening contexts across the curriculum, by June 2026. • All learners will show measurable improvements in listening accuracy and spoken expression, with increased engagement and peer interaction, by June 2026. • All staff will plan and assess Talking & Listening more deliberately, embedding purposeful discussion and active listening strategies across the curriculum by January 2026. • For all staff and pupils, the learning environments will reflect the value of oracy through inclusive, structured opportunities for all learners to talk, listen, and respond, by June 2026	**What data will be gathered?** **How much change/progress should be expected?** ___ • Almost all learners will demonstrate improved use of vocabulary, turn-taking, questioning and listening skills across curricular areas. Pre/post observations of learner participation in structured talking and listening tasks (e.g. group discussion, partner talk, listening games). (By June 2026) • P&A will show all learners 'on track' or 'exceeding' (Currently 85%) based on assessment data (e.g. sequencing, following instructions, expressive & receptive language, use of SALT-informed rubrics or checklists for oracy. (May 2026) • Almost all learners will show an increase of at least one level for confidence and enjoyment in Talking & Listening on a 5-point pre / post self-assessment scale. (Sept '25 & Jun '26) • Almost all learners will report feeling "confident" or "very confident" contributing to group discussions, based on pupil voice surveys or learning conversations / focus groups using Wee HGIOS challenge questions (June 2026.)	Y

		• Almost all learners will show a measurable increase in voluntary participation and turn-taking behaviours in class dialogue for most learners. Observation of behaviour linked to voice and confidence. Track frequency of: (i) Voluntary participation in class or group talk. (ii) Initiating or responding during discussion. (iii) Willingness to present, question or paraphrase. (Sept '25 & Jun '26) • All staff will plan for and assess oracy more consistently, and most will report increased confidence in supporting Talking & Listening. Staff planning and reflections documenting strategies used and changes in pupil engagement. (By June 2026)	

Priority 3: Integrate Education Vision & Strategy Our Children, Their Future: Thriving Together	**What will change?** **For Whom?** **By When?**	**What data will be gathered?** **How much change/progress should be expected?**	Y
	• All learners, with an emphasis on equity, wellbeing, achievement, and inclusion across the curriculum and school life, will benefit from a more values-driven, inclusive, and aspirational school culture that reflects the 5 priorities of the updated OCTF:TT vision in daily experiences, by June 2025. • All learners will experience improved wellbeing, leadership opportunities, and engagement, as reflected in school ethos, pupil voice, and learning experiences, by June 2026. • Almost all learners will take on more meaningful leadership roles in shaping school life, learning, and improvement through structured opportunities aligned with the OCTF:TT Vision, by Jan 2025. • All learners, with a focus on inclusion of younger pupils, those with barriers to participation, and underrepresented voices, will demonstrate increased agency, responsibility and contribution to decision-making in the school, by June 2026	• Pupil voice surveys, focus groups, and learning conversations (before/after) + evidence from observations will show an increase in learner agency, voice, and inclusion, aligned to the strategy themes. (Jun 2026) • Audit of learner participation in decision-making (e.g. pupil council, RRSA Steering Group) will demonstrate that all learners will have participated in at least one meaningful leadership opportunity within the school year. (Jun, 2026) • Staff and learner surveys on perceptions of pupil voice and influence will equate to most learners (over 75%) reporting that they feel their voice is heard and can influence decisions in the school. (Jun 2026) • School documentation showing learner contributions to planning, improvement, or ethos will demonstrate that staff will have facilitated or supported a learner-led initiative or consultation linked to school improvement or ethos (Mar 2025)	

| | Staff and pupils will use shared language and understanding of the five priorities to reflect on learning, inclusion, and improvement by March 2025. Families and community partners will feel more connected to the school's vision and purpose through our work and use of OCTF:TT by the end of the school year. | Staff pre / post self-evaluation and reflection and an audit of school practice against the five priorities of the strategy will show increased engagement and demonstrate their integration into planning and dialogue. (by March 2026) Evidence of pupil leadership, participation, language and inclusive practice will be reflected in school displays, learning environments, and planning documentation will visibly reflect the vision and language (Sept 2025) Through learner discussion, most learners will be able to articulate the values and aims of the OTCF:TT and identify how these are reflected in their school experience. (Jun, 2026) Feedback from families and partners (survey data) on engagement and belonging will show that at least 80% feel more informed and involved in the school's direction and ethos aligned with OCTF:TT (Jun 2026) | |