



Education

Establishment Improvement Plan 2025 - 2026

Port Ellen Primary School



Our PACE model guides our Improvement Plan –

[Pedagogy](#)

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2025-2026

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- An inclusive and relevant curriculum that equips learners for society and a sustainable future.
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Priorities
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress • Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Strategic Priorities 3 Year Cycle		
2025 – 2026:	2026-2027:	2027-2028:
<u>Pedagogy – Continue to Build Foundations , embed practice and measure impact</u> Establish a consistent, research –informed pedagogy across the school through the focus on Spotlight assessments, high quality feedback and questioning strategies. Support this with structured professional reading groups and the introduction of peer observation to foster reflective practice and professional dialogue Use Peer observations and PRD conversations to evaluate impact on learners, share good practice and identify individual and collective next steps for development	<u>Sustaining and Leading Pedagogy</u> Empower staff to lead aspects of pedagogy within and across the cluster. Develop internal champions who can mentor others, share practice and drive ongoing improvement through continued collaborative inquiry, professional networks and strategic leadership of learning. Review and refresh our Learning, Teaching and Assessment Strategy to ensure it reflects our evolving pedagogy and assessment practices.	<u>Pedagogy – Innovation and Impact beyond the School</u> Sustain a culture of professional enquiry and innovation with staff designing, testing and sharing high-impact pedagogical practices across contexts Use evidence from learning visits, pupil progress and practitioner enquiry to evaluate and adapt approaches. Strengthen partnerships working across the cluster, the local authority and beyond contributing system wide improvement.
<u>Attainment</u> <u>Problem Solving</u> Develop, implement a whole school progression framework for problem solving track progress. Reintroduce structured use of nrich programme and monitor the use of strategies. <u>Consistency in Pedagogy for Mathematical Reasoning</u> Facilitate joint planning and moderation (stage partners) focused on progression in mathematical reasoning. Use peer observations and learning walks to support reflection and consistency in pedagogy Rigorous use of SEAL and Number Talks from ELC to P7	<u>Attainment</u> <u>Maths / Numeracy Strategy</u> Create a Maths/ Numeracy Strategy Using assessment data in a responsive way targeting groups and individuals TBC in June 26 Use Data from SNSA and GL to determine next steps	<u>Attainment</u> <u>Maths / Numeracy Strategy</u> Embed our Maths/ Numeracy Strategy Using assessment data in a responsive way targeting groups and individuals TBC in June 26

<u>PEF Priority - Raising SAS scores in P2,3,5,6 (GL Maths Assessment) and raise attainment in number fluency for the target group</u> Continued targeted , responsive interventions aligned with areas of difficulty identified in GL assessments <u>Early Phonics</u> Embed our new evidence based phonics programme across early level (Floppy's Phonics) <u>PEF Priority - Raising attainment in Spelling</u> Implement Nelson Spelling from P3 – P7 Target Group to increase their spelling scores in GL to over 50. Develop a whole – school progression framework for spelling that dovetails and builds from Early phonics and supports consistency. <u>PEF Priority Wellbeing – Access to Healthy Food for Target Group</u> To improve wellbeing and readiness to learn , we will provide free daily fruit for children experiencing poverty, ensuring equitable access to healthy snacks and reducing financial pressure on families.		
<u>Curriculum</u> <u>To build coherence that aligns with the refreshed curriculum principles , strengthens place-based and IDL learning we will;</u> Develop high-quality STEM IDL across stages	<u>To support curriculum innovation , relevance and equity and to further increase learner agency and real-life application we will aim to;</u> Develop a progression framework for science and technologies. Expand outdoor learning IDL to twice yearly	<u>To Continue to embed a responsive, inclusive and future-focused curriculum rooted in our island context and school community values we will aim to;</u> Review and refine our whole school IDL model to ensure coherence from ELC to P7

Introduce and track cross cutting themes (e.g. sustainability, digital literacy, equality) in long term planning. Plan and deliver one outdoor learning IDL experience per class Ensure science is taught every term Focus on breadth, depth and contextual relevance	Embed pupil voice in planning IDL consistently across all stages Trial local and global sustainability projects across stages Moderation of cross cutting themes across the curriculum	Embed Gaelic Heritage and island identity more meaningfully across learning Use community and pupil voice to shape next phase curriculum improvement
<u>Ethos</u> <u>Digital Wellbeing</u> Build a shared understanding of Digital Wellbeing by defining this with pupils and staff Audit current digital learning and wellbeing Introduce digital wellbeing through HWB across stages Staff CLPL on screen time, online safety , digital balance Establish Digital Citizens as part of the Citizenship Groups Pupils lead campaigns such 'Be kind online' and 'switch off and play' & Deliver Pupil Led assemblies <u>Embed Makaton to promote inclusion</u> Launch Makaton sign of the week across the school In-house training for staff across both schools and for pupils in Port Ellen Use signs daily in routines and displays Share good practice	<u>Ethos</u> <u>Digital Wellbeing</u> Embed Digital Wellbeing Across the curriculum Link Digital wellbeing to IDL themes - media, health, STEM Teach specific UNCRC Articles related to online safety Explore digital dilemmas using novels, news , debate. Support Class Charters for online and offline behaviour Introduce Digital wellbeing week <u>Reading Schools – Gold Award</u> Continue reading leadership group Continue to Deepen reading for pleasure across the curriculum Continue to build partnerships to enrich our reading culture Monitor, celebrate and share impact regularly	<u>Ethos</u> <u>Digital Wellbeing</u> Run digital wellbeing sessions for parents Involve partners – Police, Health , MAYDS Embed digital wellbeing into transition and wellbeing check ins Celebrate Digital Citizenship

Embed Makaton in school events Offer parent workshops and resources <u>RRSA – Towards Gold</u> Deepen children’s understanding of the UNCRC by embedding rights learning across the curriculum and within everyday practice. Strengthen the role of the RRS Citizenship Group by creating opportunities for pupils to lead monitoring, advocacy and evaluation including input into school improvement planning and learning environments. Establish peer education opportunities such pupils leading assemblies or digital campaigns on rights. Continue to embed a rights-based lens into policies , classroom charters and decision making ensuring consistency and visibility across the school. Gather structured evidence of impact across teaching, leadership, pupil engagement and parental awareness to support the Gold accreditation process.		
<u>ELC</u> Improving Evidencing of Children’s Learning Learning Profiles for all children reflect depth and progression. Documentation is guided by a clear, yearly overview . Staff demonstrate increased confidence and shared understanding of high quality observations and responsive planning	<u>ELC</u> Review and develop our rationale	

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026
National Improvement Framework Key Outcomes - A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed. <u>Strong partnerships between schools, early years settings, families, and wider services to support young people.</u> <u>An inclusive and relevant curriculum that equips learners for society and a sustainable future.</u> <u>High achievement for all, with targeted action to close the poverty-related attainment gap.</u> <u>Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.</u> <u>Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.</u> <u>Effective use of digital technology to enhance learning, teaching, and equity.</u>	Collaboration and Consultation		
	Who?	When?	How?
	CTs	Termly and Inset Days	WTA/ Observations / Prof dialogue / Reading
	CTS/ SLT	Nov/Feb	1:1 mtg/ Moderation/ ASN planning/ ...
	CTs/ SLT	Aug/ June	PT/ CIC/ Planning / Moderation
	CTs/pupils/ Partners and Parents	Aug-June	Citizenship Groups / Whole School community investment
	CDEW /PT/ MP	Aug – June	Audits/ Professional Reading/ Reviewing & Amending
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives

- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing. - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people. - Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning	Leadership - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement Children thrive and develop in quality spaces - Children experience high quality spaces Children play and learn - Play and learning - Curriculum - Learning, teaching and assessment Children are supported to achieve - Nurturing care and support - Wellbeing inclusion and equality - Children's progress - Safeguarding and child protection	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

Pedagogy Establish a shared, evidence –informed approach to teaching and learning through a focus on ; Spotlight Assessments High Quality Feedback Effective Questioning Professional Reading Groups Peer Observation	By June 2026, all teachers will demonstrate measureable improvement in the use of spotlight assessment, effective questioning and high quality feedback, appropriate to their context, as evidenced through peer observations, learner work samples and professional dialogue. At least 80% of teachers will consistently apply these strategies in a way that positively impacts learner engagement and progress. Breakdown of key elements in the overarching outcome 1. Spotlight Assessments are planned and used purposefully in all classes to check understanding and inform teaching. Impact – learners will experience more clarity and consistency in how learning is delivered and assessed. 2. Teachers use High – Quality Feedback and questioning more deliberately to support pupil thinking and progression Impact- Learners receive more timely purposeful feedback that supports progress Learners are given more opportunities to explain their thinking and ask questions and engage actively in their learning. 3. Staff engage in regular professional reading, the LTA Toolkit and dialogue that informs practice.	Measure staff confidence and clarity with pedagogical strategies through professional surveys and PRD conversations. Each teacher can reflect and self – evaluate their progress by identifying where they sit on the continuum in each area. The rubric will be used to support growth and development A simple tracker created to track progress termly with support actions recorded alongside Use of spotlights assessments – this will be seen in learning visits, planning samples and teacher discussion Quality of questions and feedback in lessons will be measured using class visit forms Staff Engagement in professional reading – reading group participation records and discussion logs. Record Engagement in Teams meetings Uptake and perceived value of peer observation – staff feedback and SLT tracking of peer visit cycle.	Yes
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	4. Peer Observation is established as a supportive non-judgemental tool for shared professional learning. Impact- Learners benefit from staff who are more confident, reflective, informed in their teaching approaches	Evidence of impact on learners – pupil feedback, sampling of pupil work – annotated showing responses to feedback, pupil voice	
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
Attainment Raise attainment in literacy and numeracy by improving learners' confidence and competence in spelling, phonics, number fluency, mathematical reasoning and problem-solving.	By June 2026, we will raise whole school average attainment in spelling to over 60%, through the consistent implementation of the new Phonics programme at P1/2 and a structured spelling scheme from P3-7. We will also increase average attainment for our target group in literacy from 23% (current average) to 40% by providing targeted support and interventions and closely monitoring progress. Impact Early level and lower first level will show stronger phonological awareness and decoding skills enabling them to engage more independently with reading and writing tasks. The target group will make accelerated progress, reducing the attainment gap in literacy. Data will show clear upward trends in spelling attainment across all cohorts, informing future planning and interventions.	Track attainment across cohorts and time using NGST, Parallel Spelling and class assessments. Compare baseline data August 25 with data in June 26 Use built-in assessments from the new phonics programme and spelling scheme to assess skill acquisition. Track the target group's progress using short assessments and adjust interventions appropriately. November and June 1:1 Discussions between the SLT and CTs to monitor progress of cohorts and the target group. CTs to Annotate for evidence of progress, spelling accuracy in writing pieces. This will demonstrate application of skill.	Yes

	By June 2026 we will raise: Whole school average attainment in: Mathematical reasoning from 63% to 70% Number Fluency from 68% to 75% and target group to over 50% Problem Solving from 55% to 65% In addition we will raise the average attainment of our identified target group by at least 15PP across all three areas through targeted intervention , consistent teaching approaches and robust tracking of progress Impact Learners will demonstrate increased accuracy, flexibility and confidence in applying number strategies both mentally and in written form. Through consistent use of Number Talks and SEAL Learners will be able to articulate their mathematical thinking more clearly, showing deeper understanding and improved reasoning. Learners will apply problem solving strategies with greater independence The target group will make accelerated progress, reducing the attainment gap showing greater agency in number tasks. Data from standardised assessments, teacher judgement and class based evidence will show clear upward trends across all stages contributing to the overall improvement in numeracy attainment.	GL assessments at two points during the year to measure: Whole school average progress in number fluency, reasoning and problem solving Attainment gains for the identified target group. SEAL assessments and Number Talks tracking will provide ongoing formative data on conceptual understanding. Progress through support resources such as Plus 1 and Power of 2 will be monitored by CTs weekly via check ins to assess progress for targeted learners. SLT and CT 1:1 professional dialogue will confirm : Learners are on track to meet year- end targets Interventions are appropriate and used consistently to meet the needs of all learners. Moderation and class visits will ensure: Consistent use of high quality questioning and mathematical discussion Increased pupil engagement and independence during problem solving tasks	Yes
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<u>Curriculum</u> <u>To build coherence that aligns with the refreshed curriculum principles , strengthens place-based and IDL learning we will;</u> Develop high-quality STEM IDL across stages Introduce and track cross cutting themes (e.g. sustainability, digital literacy, equality) in long term planning. Plan and deliver one outdoor learning IDL experience per class Ensure science is taught every term Focus on breadth, depth and contextual relevance	By August 25 , teaching staff will collaboratively plan high-quality STEM IDL across all stages , embedding cross-cutting themes such as sustainability, digital technologies and equity into long term planning. By June 2026 all classes will have experienced one outdoor learning IDL and participation in science learning every term. Long and short term planning will evidence breadth, depth and contextual relevance aligned with curriculum design principles and the refreshed Scottish Curriculum <u>Impact</u> Learners will experience a more relevant engaging and coherent curriculum that reflects both national priorities and our island context. Staff will develop increased confidence and consistency in planning and delivering IDL , science and outdoor learning. Regular termly science will support progression in knowledge and skills across stages and across the 4 capacities. Cross –cutting themes will be visible across the curriculum ensuring learners engage with key societal issues in meaningful ways. Outdoor IDL will enhance learners’ sense of place and connection with their environment supporting wellbeing sustainability and active learning.	A review of teachers’ long term and short term planning will ensure that all stages have documented STEM IDL in year to view and termly plans. Minutes from moderation meetings and samples of IDL plans will evidence consistent expectations across stages in both schools. End of year IDL survey will show increased confidence among teachers. Self-evaluation of QIs 2.2 will show increased shared understanding of IDL and place-based learning A checklist will show breadth and balance of cross cutting themes being taught across all classes Through SIP meetings and engagement in professional dialogue, staff will articulate how these themes are embedded in contexts. Floorbook and Seesaw evidence will evidence at least one outdoor IDL in the year. Pupil Voice through a survey will demonstrate what they learned through; science and through an outdoor context. SLT and peer observation linked to Pedagogy and curriculum design questions will observe planning and teaching that aligns with the design principles. Parent feedback through surveys and informal conversations at events will reflect awareness of more , relevant , meaningful learning	No

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
Ethos Digital Wellbeing Launch a whole school focus on digital wellbeing by establishing a pupil led citizenship group and embedding key messages into HWB lessons and assemblies. Staff will develop a shared understanding of digital wellbeing through CLPL and consistent language used across the school to support safe, respectful and balanced technology use. Pupil led campaigns including 'Switch off and Play' and online kindness themes will increase awareness and empower learners to take greater responsibility for their digital choices.	By June 2026 all learners at Port Ellen Primary School will have improved their understanding of digital wellbeing , with at least 90% of P4-7 pupils reporting that they can make safer, more respectful and balanced digital choices as measured through Pupil Voice tools and class reflection activities . Impact on Learners Learners will be more aware of how digital behaviours affect their wellbeing, relationships and safety . Pupils will make more positive choices in their digital lives , both in and out of school. Peer-led campaigns will empower pupils to influence each other positively . By June 2026 all teaching staff will report increased confidence in embedding digital wellbeing into learning and classroom routines with 100% using consistent digital wellbeing language and strategies in HWB and whole school contexts Impact on staff Staff will feel more confident in delivering digital wellbeing content and addressing related issues in a supportive, proactive way A whole school, consistent approach will lead to more inclusive and aligned messaging across classes Staff modelling will reinforce positive behaviours and expectations for learners.	Pupil voice tools(surveys, focus groups, reflective tasks) show 90%+ of P4-7 pupils demonstrate understanding of digital wellbeing. Evidence of pupil-led Digital Citizens group delivering two campaigns/events Inclusion of digital wellbeing in pupil HWB profiles on Seesaw and in floorbooks Reduction in digital- related behaviour Staff self-evaluate and feedback shows 100% report improved confidence and consistent use of agreed digital well being language Classroom observations and walkthroughs show digital wellbeing is being taught in HWB across stages Inclusion of digital wellbeing in planning , wall displays and classroom charters CLPL evaluations reflect increased understanding and readiness to address digital challenges	No

<u>Embedding Makaton to promote inclusion</u> We will embed the use of Makaton across the whole school to support communication, inclusion and belonging for all learners. This approach will enhance accessibility for pupils with additional support needs while promoting a culture of respect. Staff will receive ongoing training and Makaton will be used consistently in daily routines, assemblies and classroom practice. Pupil involvement will be encouraged through peer modelling and leadership roles including running parent workshops. This work supports our commitment to equality and inclusive communication as a right for every child.	By June 2026, 90% of staff (inc ancillary staff) and 60% of pupils will use core Makaton signs confidently in daily routines and interactions as measured through observation and self-assessment to promote inclusive communication and support all learners. Impact All learners including those with communication barriers, feel seen, understood and included in the life of the school. Makaton becomes a shared, school wide language that builds empathy and connection across the pupil, staff and parent community. Children act as communication role models, developing leadership, confidence and social responsibility. Inclusive communication is embedded in school culture and not dependent on individual staff.	Teachers' termly evaluation show 100% confidence using key Makaton signs. Staff survey conducted in May 26 shows 90% of all staff are confident to use key Makaton signs. Pupil learning conversations and surveys indicate that by May 26, at least 60% of children feel confident using Makaton in school routines. Number of staff completing level 1 and 2 Makaton training reaches 100% by June 26. Learning walks and observations show consistent use of Makaton in assemblies, transitions and classroom routines Learners with ASN and Early Years children show improved communication. Parent/ Carer feedback reflects increased awareness and valuing of inclusive communication strategies	No
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RRSA – Gold Award We will build on our Silver-Rights Aware approach to achieve RRSA Gold. Our Pupils will confidently use the language of rights and our Citizenship group will continue to lead whole school initiatives , deepening pupil participation , strengthening community engagement and sustaining a rights-respecting culture.	By April 2026, 100% of teaching staff and 90% of pupils will demonstrate a clear understanding of children’s rights and be actively engaged in continuing to promote a rights-respecting culture across the school, as evidenced through pupil voice, learning observations and community participation in preparation for achieving RRSA Gold. Impact Pupils develop agency, confidence and leadership through meaningful participation and decision making. A rights-respecting culture further strengthens trust, equity and wellbeing across the school community. Rights based practice becomes embedded and self-sustaining , preparing the school to achieve and maintain RRSA Gold. The whole school community, including parents and partners becomes part of a shared commitment to upholding and promoting children’s rights.	Pupil Surveys and learning conversations show that 90% can explain key UNCRC rights and how they are upheld in the school 100% of teaching staff self-assess as confident in applying rights-based approaches in daily teaching and relationships. Increased pupil campaigning and participation in school decision making will be reported by the RRSA citizenship group. Observations will show rights language embedded in classroom dialogue and practice. Whole school displays, assemblies and IDL work demonstrate children’s engagement with rights and global citizenship themes. Rights Articles are used in Child’s Plan meetings, in school newsletters, children’s reports and in communication to parents e.g. attendance, lateness, breakfast club, walking club etc. Parent and community feedback highlights awareness and involvement in rights-based initiatives.	No
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<u>PEF Priority Wellbeing – Access to Healthy Food for Target Group</u> To improve wellbeing and readiness to learn , we will provide free daily fruit for children experiencing poverty, ensuring equitable access to healthy snacks and reducing financial pressure on families.	Planned Outcome From August 25 to June 26 , We will improve wellbeing and readiness to learn through provision of daily nutritious snacks for the identified group of 20 pupils experiencing poverty. We aim to have Increased pupil engagement and focus observed in class; positive pupil feedback ; improved attendance and reduced incidents of low energy or concentration dips.	Measures of Impact Quantitative Measures Attendance data monitored for the target group. Teacher checklist for focus and engagement before and after snacks. Qualitative Measures Pupil Voice : feedback on energy , focus , enjoyment of snack provision. Teacher and ASN observations : increased readiness to learn, improved mood and participation during morning learning. Parent feedback at IEP / CP discussions.	Yes
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
ELC Improving Evidencing of Children's Learning Learning Profiles for all children reflect depth and progression. Documentation is guided by a clear, yearly overview . Staff demonstrate increased confidence and shared understanding of high quality observations and responsive planning	By May 2026, all staff in our 3 ELCC settings will confidently and ,consistently document children's learning in a way that is purposeful, reflective of pedagogy and meaningful to children, families and practitioners. Impact Children's learning will be more clearly understood , celebrated and extended through high quality , purposeful documentation . Practitioners will be more confident in observing and responding to children's needs and interests and families will have a deeper insight into their child's learning journey . This will lay a strong foundation for the development of an ELC rationale in session 2026-27.	Audit shows increase in staff confidence (baseline August 25 , final May 26) Parent Feedback (gathered August and May) shows improved clarity and engagement with their child's learning profile. Learning profiles show clear learning progression and next steps New documentation overview is consistently used across the setting Floor Book log evidences professional learning journey over the session Coaching Logs show impact of pedagogical support on practice.	<u>No</u>

Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 1:

Title: **Pedagogy**

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
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- High achievement for all, with targeted action to close the poverty-related attainment gap.
- **Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.**
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
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National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress • Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
SIP Launch Staff refresher on Power up your Pedagogy – Focus on Spotlight Assessment strategy and the class visit template Begin Spotlight Assessments across all classes Professional Reading Groups Launched	Maureen Macdonald Jo Clark	Aug – Sep	All CTs understand the focus and expectations – Pedagogy Language is shared and visible Baseline staff self-evaluation Initial class visits show early implementation and peer discussions focus on impact Pupil voice shows understanding of LI/SC Teachers trial spotlights assessments confidently Samples of spotlight assessments used to adapt teaching. Teachers can describe pupil progress with more precision Staff engage in reading groups
Mid- point SLT learning visits with feedback Staff professional reflection survey	MMD, Jo Clark, Gillian Morris (SLT)	Oct- Dec	Increased confidence and clarity in feedback and questioning. Peer discussion focused on learning impact and self-evaluation on the rubric will show increased confidence and where support is required. SLT evidence shows improved questioning and feedback in the tracking Learner conversations show increased clarity and engagement.

Peer Observations round 1	CTs	November/ Dec	Staff can identify ;strategies with the strongest impact Pedagogical consistency observed
Staff self- assess against the pedagogy framework/ rubric Spotlight assessments refined Reading group discussions linked to classroom examples	Jo Clark Gillian Morris	Jan – March	More targeted use of assessment Planning shows responsive next steps Sampling of pupils work shows progress in specific areas
Peer Observations round 1 Whole School Learning Walk with staff reflection Learner focus groups across stages Final staff reflection and review of pedagogy Analyse spotlight assessments outcomes Plan Year 2 – strategy refresh and deepening application	SLT –HT&PTs	April – June	Pedagogical consistency and improvement observed Observation and pupil voice align to focus areas Learners articulate how teaching helps them learn Evidence of deeper thinking and independence. Staff can evidence and articulate impact on their practice and on learners Final pupil work sampling and pupil voice feedback confirm sustained improvements Clear areas identified for further focus SIP evaluation completed with evidence base.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 2:

Title: **Attainment – spelling, fluency, reasoning and problem solving**

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
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- **High achievement for all, with targeted action to close the poverty-related attainment gap.**
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
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National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Spelling Introduce the Attainment Calendar and plot assessments at key points Staff Training in Nelson Spelling Baseline assessment of all learners using spelling assessment tools and phonic checklists Create a timetable for the target group and ASN to engage in specific spelling tasks. Begin 1:1 and small group support group 1:1 Data analysis chat between CT and HT to monitor progress and interventions Class Visits and jotter sampling (writing lesson) Review of Nelson spelling and strategies at joint school SIP mtg – share effective practice Update literacy XBRA P&A Refine interventions based on data Conduct end of year assessments to measure impact against outcome targets Analyse data for whole school and target group Staff reflection and evaluation session to review implementation of Floppy's Phonics and Nelson Spelling Plan adjustments for 2026-27 based on evidence Numeracy and Maths Baseline assessments using GL, SEAL diagnostic and Number Talks benchmarks Identify target group and set goals Map out whole school use of A&B Counting on Excellence, Number Talks schedule, NRICH Problem solving Plan weekly PS sessions using NRICH Tasks focused on discussion and flexible strategy use .	MMD JC CTs MMD JC GM CTs MMD CTs MMD JC	Aug- Sep 25 Oct-Dec April – June Aug- Sep	Whole School attainment exceeds 60% by June 26 Target Group shows average increase from 23% to at least 40% in GL assessments Early level learners show secure recognition and use grapheme-phoneme correspondences First and Second Level learners apply taught spelling rules in independent writing and across the curriculum. Learning walks and observations show consistent delivery and approaches across classes. Pupils articulate strategies they use for spelling and phonics Learners in the target group show improved engagement and sense of success. Whole school attainment in : Reasoning $\geq 70\%$ Fluency $\geq 75\%$ Problem Solving $\geq 65\%$ Target Group Learners show average improvement of at least 15PP

Staff refresher on CYPIC model Begin Class observations and jotter sampling 1:1 CT / HT discussions of class data and interventions Provide peer moderation opportunities using CYPIC progression for number fluency and pupil work sampling Whole school participation in numeracy week with a focus on real life maths and also including participation in the Maths Inside Second Level Participation in the Scottish Maths Challenge Conduct summative teacher judgements with moderation Complete SNSA and GL assessments and review target progress Plan refinements based on most impactful interventions and strategies	CTs MMD	Oct-Dec	Learners show improved mental agility, strategy choice and verbal reasoning during Number Talks and PS sessions
	JC CTs	Jan-March	PS tasks show increasing flexibility and independence in approach. Support tools used consistently with the target grp
	CTs MMD SLT	April- June	Number Talks embedded from P3 upwards as observed in classroom walkthroughs Evidence of SEAL used in P1/2 as observed in classroom walkthroughs. Evidence in classrooms of CYPIC model used to improve fluency (e.g. learning times tables) Increased teacher confidence in supporting learners with gaps in fluency and reasoning.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 3:

Title: **Curriculum – STEM IDL , cross cutting themes**

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- **An inclusive and relevant curriculum that equips learners for society and a sustainable future.**
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- **Effective use of digital technology to enhance learning, teaching, and equity.**

National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Deliver professional learning on the latest information from CIC on STEM IDL, curriculum design key points for an island school, cross-cutting themes	JC MMD	Aug- Oct 2025	Staff report increased confidence , planning reflects key principles.
Facilitate collaborative planning of year to view and termly STEM IDL with stage partners	MMD	August inset day & SEP / NOV/ JAN/MAY	All staff have documented STEM IDL in year to view and termly plans
Develop and use amended year to view with tracking tool for cross cutting themes and there is evidence of one planned outdoor experience	MMD	Aug inset	All plans include mapped themes and science per term. Year to View Plan also evidences one outdoor planned experience
Schedule moderation of STEM IDL and science learning	JC	Nov 2025 & March 2026	The moderation calendar will be shared and minutes of scheduled meetings show progression and consistency
Gather Pupil and teacher voice on relevance engagement and confidence	MMD/ JC / pupil leadership grp	October Jan and June 2026	Data analysis will show increased awareness, shared understanding and gauge enjoyment of place based/ contextual learning.
Monitor planning and observe learning to evaluate breadth, depth and relevance	SLT/ HT	Sep, Feb, May	Feedback of planning and practice shows alignment with target and national guidance.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 4:

Title: **Ethos – Digital Wellbeing , Makaton, RRSA Gold**

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- **An inclusive and relevant curriculum that equips learners for society and a sustainable future.**
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- **Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.**
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators		Argyll and Bute Education Key Objectives
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress Safeguarding and child protection		• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

Digital Wellbeing Embed Digital Wellbeing Across the Curriculum - Integrate key digital wellbeing themes (e.g. screen time, online safety, digital footprint, cyberbullying, respectful communication) into HWB and IDL planning – use digital literacy progression and UK safer internet resources as frameworks Staff Training and confidence building - Deliver CLPL on current online safety guidance and digital wellbeing pedagogy - Share good practice through staff meetings and digital leader support. Pupil led Digital leadership - Establish a digital leaders group to lead assemblies, peer workshops and awareness campaigns - Involve pupils in designing school-wide digital wellbeing messages (e.g. videos on seesaw etc) Partner and Parent Engagement - Host online safety information sessions for parents and carers - Share digital wellbeing tips via Seesaw - Collaborate with local agencies such as Police and wider agencies such as CEOP	MMD/JC/JD	Aug – Sep 25	Digital wellbeing is visible in planning and taught explicitly at all stages Pupils can articulate safe, respectful and balanced online behaviour during discussions and surveys .
	JC	Jan 26	100% of teaching staff feel more confident delivering digital wellbeing lessons. Staff consistently address digital concerns in a proactive , supportive way
	SK/JD	Jan-March 26	Digital Leaders are visible across the school, leading learning and raising awareness Increased pupil engagement and leadership in promoting safe and responsible technology use.
	Digital Leaders / SK/JD	Jan- March 26 June 26	Increased parent/carers confidence measured through feedback Home – school partnership supports a consistent message on digital wellbeing.

Whole School Makaton Use Deliver staff training on Makaton Core vocabulary - Launch training plan in August 25 for CLPL sessions until Oct 25 Introduce Sign of the week to build whole school consistency - Introduce at assemblies - Link to themes and routines Embed Makaton in Classroom Practice and Visual Environments - Teachers incorporate signs into daily language , routines and displays Create opportunities for pupil leadership and peer modelling - Appoint Makaton Champions to support assemblies and lead practice Involve Families and community in Makaton Learning - Share Videos via Seesaw - Tie Makaton into the Easter Assembly - Organise a Makaton celebration event	AH/MMD	Aug 25 – Oct 25	100% teaching staff are engaged and have completed training All teachers demonstrate use of core signs in daily routines Staff report increased confidence in supporting inclusive communication
	AH	Sep 25-June 26	Weekly signs are used consistently in classes and around the school Pupils begin to model signs in peer interactions and during transitions
	AH/CTs	Oct-Dec25	Observations show regular use of Makaton in teaching and Learning Makaton signs and prompts visible in classroom and shared spaces
	AH/ Makaton Champions	Jan-March 26	Pupil Champions support others with signing and lead parts of whole school events Increased pupil confidence and engagement with inclusive communication.
	AH/HL	March- May26	Families report increased awareness and appreciation of Makaton Makaton assembly and event showcases progression and impact on inclusion

RRSA – Towards Gold Refresh staff understanding of rights based practice - August SIP for refresher session on UNCRC and RRSA expectations for Gold - Introduce new staff to Long term Planning format - Embed Rights meaningfully across the curriculum – linking UNCRC to IDL themes - Classroom charters refreshed Pupil Leadership Citizenship Group established - Relaunch the group - Create a pupil led action plan Engage Families and Partners in Rights Based Learning - Share newsletters , pupil reports - Organise a Rights Action Event Prepare for and Submit Gold Accreditation Evidence	JC CTs	August 25 launch and then ongoing to June 26	100% of staff can confidently explain and model rights based approaches in teaching Rights language is referenced in planning Classroom displays and pupil work show clear consistent links to rights
	JC/ Pupils	Aug- Sep 25 launch and Ongoing to June 26	Steering group leads regular campaigns, assemblies and awareness activities Increased pupil voice in school decision making and improvement planning Pupils make connections between rights and global/local issues and real world action.
	JC/Pupils	Jan – March 26	Parent feedback shows increased awareness of UNCRC and RRSA goals Partners contribute meaningfully to promoting children's rights in context
	JC/ Citizenship grp/staff/HT	May 26	Evidence demonstrates sustained practice and whole school commitment – School achieves Gold Level



Daily Fruit • Establish Daily Fruit Provision system involving support staff • Promote the offer positively with pupils and families to reduce stigma • Monitor uptake , gather regular feedback from pupils/staff Evaluate the impact	MMD	Aug25-June 26	All targeted pupils will receive and consume fruit daily Staff feedback indicates they feel healthier and ready to learn. Staff report increased focus and engagement in class Positive feedback re support from parents No pupil is attending school hungry
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority ELC:

Improving Evidencing of Children's Learning Journeys

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- **Strong partnerships between schools, early years settings, families, and wider services to support young people.**
- An inclusive and relevant curriculum that equips learners for society and a sustainable future. High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Standard

- **Staffing, leadership and management**
- Development of children's cognitive skills, health and wellbeing
- Physical environment
- **Self-evaluation and improvement**
- Parent and carer engagement
- Inclusion
- Business sustainability
- Fair work
- Payment process
- Food

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Baseline Staff confidence audit carried out to identify key starting points in understanding and confidence in documentation practice .	CEW / PT	August 25	Audit shows increased confidence from baseline in August to May 26
Staff engage in professional reading (e.g. Let's Talk About Listening to Children, Let's Talk About Pedagogy) and discuss key messages to establish shared understanding of purpose. Staff engage with Documentation : Both Mirror and Light by Pam Oken-Wright to deepen thinking around the role of documentation.	PT/ CEW	Aug – Oct 25 Ongoing	Staff can articulate the Why of documentation linked to current theory and guidance. Floor book evidences reflective ad responsive professional learning.
ELC PT receives pedagogical coaching from the Education Manager ELC	MP / GM	Sep 25- March 26	The PT will successfully lead and support improvement in all 3 settings.
Staff focus on improving quality of observations to clearly identify next steps	CEW/PT	Ongoing from Sep 25	Observations are purposeful and clearly linked to children's learning and next steps
Review current documentation and co-create a yearly overview of what to document and how.	CEW/PT	Nov 25	Yearly documentation overview is used confidently by all staff
Begin development and implementation of new comprehensive learning profiles for each child.	CEW/PT	From Nov 25	Learning Profiles are updated regularly. Holistic and valued by families.
Carry out a staff confidence re-audit to measure growth and identify next steps	PT/ CEW	May 26	Audit shows increased confidence from baseline in August to May 26



Gather Parent Views on documentation at two points in the year – linked to reporting Evaluate impact , refine documentation approach and use findings to prepare for constructing ELC Rationale in 2026-27	CEW/PT	Nov 25 & March 26	Confidence and family engagement data shows measureable improvement. Team is ready to co-create a values based rationale for their setting in session 2026-27
	CEW/PT	June 26	

Establishment Maintenance Improvement Planning – Optional

Session: 2025-26

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- **Strong partnerships between schools, early years settings, families, and wider services to support young people.**
- An inclusive and relevant curriculum that equips learners for society and a sustainable future.
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- **Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.**
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing inclusion and equality • Children's progress • Safeguarding and child protection	• Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Key Actions (from previous plans):

Ethos

Embedding our VVA

QI 3.1 Ensuring wellbeing, equality and inclusion

Aligning pupil achievement awards more explicitly with our core values of I am Innovative, Included and Independent at celebration assemblies.

Introducing Value themed rewards (e.g. pencils, pens etc with key VVA words or symbols) to promote visibility and reinforce positive recognition linked to our ethos

These will strengthen a shared understanding of what our values look like in action and ensure they are meaningfully integrated into our ethos and culture.

Continuing to increase attendance and reduce lateness

QI 3.1

UNCRC – Article 28 – Right to Education

Continue HT measures as highlighted above

Develop pupil voice opportunities to explore the importance of regular attendance through a rights based lens linking to Article 28 through Citizenship Group Campaign. This would involve highlighting Article 28 through a child friendly action to share with the school community.

Continue to share the impact of lateness with parents.

Strengthen leadership at all levels

by embedding a culture of shared responsibility for improvement across pupil and staff.

QI 2.1, 2.3, 2.4, 3.1

UNCRC – Article 12 – Right to be heard, Article 28 Right to education and Article 29 – Goals of education.

Pupil Leadership

Will be deepened through structured roles in Citizenship groups, House Leadership, peer support, and digital wellbeing campaigns. Learners will lead and evaluate aspects of school improvement, contributing directly to our RRSA Gold Award and rights-based Ethos – as above

These actions will contribute to a thriving school community where leadership is purposeful and visible, behaviour supports wellbeing and learning and everyone – pupils and staff alike is empowered to make a meaningful contribution.

Embed Digital Wellbeing across the curriculum by establishing a pupil-led Digital Citizens group to promote healthy, safe and balanced technology use through peer campaigns, class mini lessons and family engagement approaches.

Staff Leadership – Distributed Leadership / RRSA Gold / Whole School Makaton

QI 3.1 , 2.1

Will be developed through distributed leadership opportunities, with all staff taking ownership of an aspect of school improvement, leading or co-leading CLPL or championing aspects of the school curriculum. Staff will be supported to engage in Middle Leadership roles and leadership pathways including Aspiring to Headship or equivalent professional learning programmes.

Complete the RRSA Gold Award Submission

Use the RRSA Gold Framework

Introduce and embed a whole school approach to Makaton to enhance inclusive communication for all learners, particularly those in the Early Years and with ASN. Provide regular opportunities for staff and pupils to learn and use core signs in daily routines, assemblies and classroom interactions ensuring communication is accessible, supportive and consistent across the school.

Establish a systematic and collegiate approach for staff to share progress on improvement targets throughout the year.

Build this into the Working Time Agreement (WTA) to allow for regular updates, reflection and professional dialogue within improvement time.

Continue to promote cross-school collaboration particularly with Bowmore PS, to build leadership capacity and reduce duplication of effort across shared priorities.

Support staff to produce evidence portfolios for their improvement work with clear links to school targets, HGIOS 4 and professional learning.

ELC

Continue to build on progress by embedding consistent use of communication supports across all routines and transitions, with a focus on increasing the number of children confidently using strategies with understanding.

Implement The Care inspectorate Actions from recent inspection

Pupil Equity Funding | Planning and Reporting

School Name: Port Ellen Primary School

Port Ellen Primary School is classed as very remote rural.

School Roll

P1-P7 = 83

SIMD

All children are within SIMD 5 and 6 so Q3 and Q4

FSM Data

4 Pupils from P6 up have FSM

Target Group = 38 From P1-7 , 46%

- 30% have ASN – This is recognised by support needed in literacy, numeracy , Social/emotional/ behavioural, ASD, Neurodivergent
- 25 Pupils from P4 -7 have a Dyslexia Profile Open
- 5 Pupils from P3 experience significant numeracy difficulty , dyscalculia
- 13 Pupils have a UCP
- 27 pupils have an IEP targeting support in either literacy or numeracy
- 3 children have complex needs
- 16 children have ill formed attachment and attend Nurture
- 35 live in one of the aspects of six family priority types = 42%
- 20 of these children come from low income families

Targeted PEF Interventions (as Identified from observation, ACEL , SNSA, GL Data, School Tracking , Wellbeing Tracking) will support:

- **Literacy - Spelling , Phonics and Writing**
- **Numeracy – Number Fluency, Reasoning and Problem Solving**
- **Free Fruit Daily** – low income families – identified through partnership with SW, Health and third sector services such MAYDS, MYFOS will be supported by Children receiving Free Fruit Daily
- **Nurture**

Universal Targets to support

- Improving learning outcomes for all children e.g. accessibility , improved Pedagogy and teacher efficacy

Parental Engagement

Parents involved through targeted consultations and informal dialogue with a particular focus on families most affected by poverty.

Directly influencing our interventions is cost of the school day, wellbeing and barriers to learning .

Ongoing feedback continues to shape how we use PEF to reduce the attainment gap in a way that reflects our local context and family voice

Pupil Equity Funding | Planning and Reporting

Gap Identified	Outcome(s)	Measure(s)	Key Actions/Activities.	Mid Year Impact
Literacy Target Group 37 pupils across the school not on track for spelling Identified using GL data and school based assessments 5% of the group have low attendance 59% of the group have dyslexia	Planned Outcome Improve Spelling and writing attainment through targeted phonics, spelling and High Frequency word instruction for the targeted group in each class; P1/2 = 5 P2, 3, 4, = 9 P 5, 6, = 12 P 6, 7 = 11 This group has been identified through assessments and GL Data as underperforming in literacy. We will do this by Increasing each child's GL spelling standardised score to above 50% ACEL data will show an increase children in P1,4 and 7 having achieved their CFE level than currently predicted. This outcome will be achieved by June 2026.	Quantitative Measures GL Spelling (NGST) – baseline in August 25 and follow up in May 26 ACEL Data from SNSA – June 26 High Frequency Words Checklist ASN Records and daily tracking Teacher Termly Tracking Writing Samples from jotters and written pieces will evidence improved spelling. Qualitative Measures Pupil Voice – increased confidence and self-efficacy in writing and spelling tasks. ASN Feedback Classroom observations – evidence of application of spelling strategies and use of HFW across the curriculum. Parental feedback	Proposed Interventions and Spend To improve spelling and writing attainment across the identified target group, we are investing in a range of high-impact, evidence informed resources and supports. Total Spend = £6083 £930- GL Assessments To establish robust baseline and follow up data on spelling and writing attainment for targeted pupils , allowing for precise measurement of progress and identification of needs £1595 – Nelson Spelling Programme (P3-P7) Investment in the full progression framework and accompanying teacher resources to provide a consistent, structured spelling approach across second and upper first level. £2100 – Floppy's Phonic Readers (P1-P2) High- Quality phonics-based books to support early spelling and writing development through strong phonological awareness. £620 – Clicker software licences To support reluctant or struggling writers with accessible, assistive writing tools that build independence and support spelling accuracy. £200 – Nessy Spelling Intervention	

			Providing multisensory reinforcement and differentiated pacing £638 – Headphones with mics To support speech-to text, spelling reinforcement activities and accessibility features for older learners using laptops	
Numeracy Target Group 27 pupils across the school not on track for Numeracy Fluency, particularly in areas such as Number bonds, mental agility, and recall. Identified using GL data and school based assessments 15% of the group have low attendance 78% of the group have an average overall maths SAS score below 100.	Proposed Outcome To Improve numeracy fluency and mental agility for the targeted group in each class who are not on track; P1/2 = 4 P2, 3, 4, = 6 P 5, 6, = P 6, 7 = 8 Our interventions will increase the number of pupils to achieve their expected CFE level by June 2026 as indicated by ACEL data GL data will evidence an increase in the target group pupils achieving an overall maths SAS score over 100 by June 2026.	Measures Quantitative Measures Sumdog diagnostic in August 25 and then in June 26 to measure progress in fluency GL Assessment data from June 25 will be compared to assessment data June 26 for target group. Pareto Charts will be used termly for the target group within each class to analyse errors and identify priority areas for fluency improvement. ACEL data for P4 and P7 pupils within the target group will indicate improved attainment in number. Teacher professional judgement will identify a higher proportion of target pupils achieving expected CFE levels Qualitative Measures Pupil Voice will indicate increased motivation and confidence when	Proposed Interventions and Spend To address the identified gap in numeracy fluency for 27 pupils in P2-P7, we will invest in a range of targeted, evidence – informed resources to support consistent teaching, small group interventions and learner engagement. Total Spend = £2033 £220 Numeracy Ninjas This will provide a structured mental maths programme focusing on fluency, recall and confidence for the target group pupils in P6/7. £346 Power of 2 This will enable 1:1 intervention with the target group pupils P4 upwards to reinforce core number concepts through structured repetitive learning for pupils requiring consolidation. £90 Plus 1 Introductory reinforcing of number skills for the target group pupils in P3. £290 Maths Recovery Kit This will provide manipulatives and visual tools to deliver personalised intervention in number concepts, especially for the P2,3,4 class target group.	

		engaging in numeracy tasks , especially number recall Classroom Observations – evidence of quicker , more accurate recall and strategy use in class activities. ASN checklists	£26 – Number Talks To provide strategies to promote mathematical thinking , discussion and mental agility through daily short inputs. £176 Digital Maths tools To provide a range of interactive online resources to reinforce number fluency including games and digital activities. £426- Smart kids Maths Resources This will provide hands on tactile resources supporting fluency through play-based and kinaesthetic approaches. £100 Sumdog Subscription To enable progress tracking for targeted pupils and increase fluency. £166 Heinemann 2nd level Maths To structure progression for pupils in the target group in P6/7 £193 Heinemann Early and 1st Level Additional practice material and diagnostic tasks to support small group work P2-5	
Identified Gap – Health and Wellbeing. Many of the 20 children identified as being affected by poverty face barriers linked to health and wellbeing. This includes limited access to healthy snacks , which can affect concentration, energy levels and readiness to learn .	Planned Outcome We will improve wellbeing and readiness to learn through provision of daily nutritious snacks for the identified group of 20 pupils experiencing poverty. We aim to have Increased pupil engagement and focus observed in class; positive pupil feedback ; improved	Measures of Impact Health and Wellbeing Quantitative Measures Attendance data monitored for the target group. Teacher checklist for focus and engagement before and after snacks.	Proposed Intervention and spend £950 for Daily Free fruit £600 for Daily free milk including non-dairy alternatives Total estimated spend = £1550	



Observations and staff feedback suggest that hunger (missing breakfast) and poor nutrition may be impacting engagement and attainment for some of this target group. Providing daily access to fresh fruit is a proactive way to meet immediate wellbeing needs , reduce stigma and support equity of experience across the school day.	attendance and reduced incidents of low energy or concentration dips. Daily provision of fruit and milk from August 2025 to June 2026 will be reviewed termly .	Qualitative Measures Pupil Voice : feedback on energy , focus , enjoyment of snack provision. Teacher and ASN observations : increased readiness to learn, improved mood and participation during morning learning. Parent feedback at IEP / CP discussions.		
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Pupil Equity Funding Planning and Reporting				
Staff Spend Details * Note: - Please see information from HR regarding PEF posts				
Name	Post	Start Date	Proposed End Date	Cumulative Time in Post

Highlight the Intervention for Equity addressed by your PEF interventions/projects
<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	☐	Social and Emotional Wellbeing	☐	Promoting Healthy Lifestyles	✓	Targeted approaches to Literacy and Numeracy	✓	Promoting a High Quality Learning Experience	☐	Differentiated Support	✓
Employability and Skills Development	☐	Engaging Beyond the School	☐	Partnership Working	☐	Professional Learning and Leadership	✓	Research and Evaluation to Monitor Impact	✓	Using Evidence and Data	✓

Spend Details	Carry Forward 2024 - 2025	PEF Allocation 2025 - 2026
£930- GL Assessments £1595 – Nelson Spelling Programme (P3-P7) £2100 – Floppy’s Phonic Readers (P1-P2) £620 – Clicker software licences £200 – Nessy Spelling Intervention £638 – Headphones with mics £220 Numeracy Ninjas £346 Power of 2 £90 Plus 1 £290 Maths Recovery Kit £26 – Number Talks £176 Digital Maths tools £426- Smart kids Maths Resources £100 Sumdog Subscription £166 Heinemann 2nd level Maths £193 Heinemann Early and 1st Level £950 for Daily Free fruit £600 for Daily free milk including non-dairy alternatives £350 – Professional Reading Books – to support collaboration and Pedagogy	£ 0 Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure. £	£ 10,800 Final spend (End of Session) Identify any significant changes in expenditure. £