

Improvement Plan 2025/2026

Sunnyside Primary and ELC



Our Vision- To be a community of happy and successful citizens.

Our Values- KINDNESS HONESTY AMBITION BRAVERY



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Overview

Headteacher:

| | |
|------------------------------|---------------|
| Head of Establishment | Lynne Goodwin |
| Total PEF Allocation: | £93,000 |

| Priority | Long Term Improvement Outcome | Accountable Person |
|----------|---|--------------------|
| 1 | Planning, Assessment and Moderation (<i>Article 28, Article 29</i>) | Hannah Neill |
| 2 | Curriculum Design- (<i>Article 12, Article 28, Article 29</i>) | Denise Bell |
| 3 | 2.3 Sunnyside's Approach to Excellent Teaching and Learning (Article 28. Article 12) | Lynne Goodwin |



Priority 1

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2026 effective planning for assessment, consulting the Benchmarks, will be evident at the forward planning stage for all all teachers.
- By June 2026 robust and relevant forms of formative assessment will be used effectively in all classrooms.

Year 3 of a 3 year plan

| NIF Priority | NIF Outcome (short version) | HGIOS 4/HGIOELC |
|--|---|---|
| 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 | <ol style="list-style-type: none">1. a globally respected, empowered, and responsive education system2. schools and early years settings working in excellent partnerships3. inclusive and relevant curriculum and assessment | 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion |



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| <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> | <ol style="list-style-type: none"> 4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. highly skilled workforce supporting ASN 6. improving relationships and behaviour, and attendance 7. an education system engaging in digital technology | <p>3.2 Raising attainment and achievement / securing children's progress</p> |
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Contextual Analysis/Rationale

In session 2024/2025 we continued to maintain the significant progress made in 23/24, with almost all teaching staff having consistent understanding in defining what achievement looks like at each level. This was clearly evident in the moderation cycle of writing, where almost all moderated samples of writing were agreed to be at the assessed level. We are continuing to see a stronger correlation between summative assessment scores and predicted achievement, with an average gap of 10%.

All staff have a clearer understanding of the assessment and moderation cycle at Sunnyside Primary School. With only minor changes, suggested and agreed by teaching staff, to the Assessment and Moderation Calendar for session 2025/2026, this will now become an embedded cycle at Sunnyside.

In Session 2024/2025 staff were introduced to High Quality Assessments and their importance in the Assessment and Moderation Cycle. Staff have now had experience of planning for, implementing, evaluating and moderating High Quality Assessments within stages and across levels. In a recent survey 73% of teachers stated feeling confident in understanding what a high quality assessment is but with only 45% of teachers feeling confident in planning for high quality assessment. In this coming session our aim is to ensure all staff have a clear understanding of the purpose of High Quality Assessments, how to plan for them effectively and how to use the evidence gathered from them. This will improve learning and teaching, and support the increased accuracy of teacher professional judgement. Staff feedback is that more practice and more examples are required, as well as a desire to continue to plan collaboratively with stage partners.

In session 2024/2025 our focus on assessment and moderation included developing staff's confidence in understanding and implementing effective Assessment is for Learning (AiFL) strategies. Although all staff have now stated feeling confident or very confident in understanding AiFL, 18% stated not feeling confident in implementing AiFL strategies effectively. This correlates with recent class observations where only 45% of staff were observed using strategies effectively. Therefore, this must continue to be a priority for session 2025/2026 with more explicit teaching of AiFL strategies and opportunities for staff to observe colleagues' good practice in this area. This will improve the effectiveness of using formative assessment strategies in classes, leading to improved learning and teaching, and therefore attainment levels.



| Pre mortem approaches- What may hinder success? | Solutions |
|--|---|
| <p>Staff's self evaluation of individual understanding and ability levels related to AIfL strategies is high but not reflected in observations so staff may be reluctant to engage in improvements if already feeling confident.</p> <p>There is a lack of High Quality Assessment exemplars to be able to share with staff.</p> | <p>The use of peer observations to share good practice to spark enthusiasm and motivation to try new strategies and approaches.</p> <p>Connect with cluster and LA schools to share good practice and ask for advice.</p> |



| Improvement Outcomes (short, medium and long term) | Measures | Key Actions | Who? | By when | Milestone Updates/Comments |
|---|---|--|--|--|----------------------------|
| <u>Short</u> <i>High Quality Assessment (HQA)</i> All staff able to state the key features of a High Quality Assessment All staff able to plan a High Quality Assessment, meeting the Sunnyside criteria. (E's & O's, benchmarks, task, 4 contexts, 7 principles, etc) <i>AifL Strategies</i> All staff able to identify the purpose of AifL strategies. Staff able to | Exit pass at in-service from each member of teaching staff High quality assessment planning evidenced in first term forward plan and effectiveness discussed at forward plan meetings. Graffiti board - post its. Peer observation | Input at August 2025 In-service Sunnyside Criteria created with exemplars and shared at in-service Forward plan meetings to take place. So what! AifL session at August In-Service Create Peer feedback form | Hannah Neill Hannah Neill Lynne Goodwin Denise Bell Hannah Neill Hannah Neill | August 2025 August 2025 September 2025 August 2025 August 2025 | |



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| demonstrate an effective way to use AifL strategies. | feedback form. | <p>and share with staff</p> <p>Create AifL Buddy list and share with staff</p> <p>Staff to choose 3 AifL strategies to implement effectively in term 1. AifL Buddies to observe each other and complete feedback form. 1 copy of feedback form to CT and 1 to SLT.</p> <p>Email reminder - October 2025 - Staff to choose 3 different AifL strategies to implement effectively in term 2. AifL Buddies to observe each other and complete feedback form. 1 copy of feedback form to CT and 1 to SLT.</p> | <p>Hannah Neill</p> <p>Class Teacher</p> <p>Hannah Neill</p> <p>Class Teachers</p> | <p>August 2025</p> <p>October 2025</p> <p>October 2025</p> <p>December 2025</p> | |
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| <p>Medium</p> <p>High Quality Assessments (HQA) Staff able to identify strengths and areas of improvement in Term 1 & 2 HQA</p> <p>Staff able to identify Sunnyside Criteria and moderate HQA across stages and levels.</p> <p>AiFL Strategies Staff able to demonstrate an effective way to use AiFL strategies.</p> | Individual Class Teacher Evaluation Google Form | Create and share google form | Hannah Neill | December 2025 | |
| | Moderation Criteria Checklist | In Service - Staff share HQA in trios and complete moderation Criteria checklist | Class Teachers | February 2026 | |
| | Peer observation feedback form. | In-Service - check in Celebrations of success and whole staff sharing of good practice. | Hannah Neill | February 2026 | |
| | | Staff to choose 3 new AiFL strategies to implement effectively in term 3. AiFL Buddies to observe each other and complete feedback form. 1 copy of feedback form to CT and 1 to SLT. | Class Teachers | April 2026 | |
| <p>Long</p> <p>High Quality Assessments (HQA) Staff able to use HQA to evidence learners</p> | Professional dialogue in Forward | HQA Plans to be included in hand in documents. HQA | Lynne Goodwin Denise Bell | April 2026 | |



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| <p>abilities to apply learned knowledge and skills in the 4 contexts of learning.</p> <p>AifL Strategies Staff able to demonstrate an effective way to use AifL strategies.</p> | Plan and Tracking Meetings | plans and evaluations to be discussed in meetings. | | | |
| | Sample of Evidence folders | Collect in 3 Evidence folders from each class to moderate HQA evidence. | SLT | May 2026 | |
| | Peer observation feedback form. | Email reminder - April 2026 - | Hannah Neill | April 2026 | |
| | Classroom Observations by SLT | Staff to choose 3 new AifL strategies to implement effectively in term 3. AifL Buddies to observe each other and complete feedback form. 1 copy of feedback form to CT and 1 to SLT. AifL strategies to be included in observation criteria. | Class Teachers SLT | June 2026 May 2026 | |



Priority 2

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- Identify what will change, for whom, by when and by how much?
- **Reference appropriate NIF outcomes(s) see below**

| NIF Priority | NIF Outcome (short version) | HGIOS 4/HGIOELC |
|--|---|---|
| <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> | <p>8. a globally respected, empowered, and responsive education system</p> <p>9. schools and early years settings working in excellent partnerships</p> <p>10. inclusive and relevant curriculum and assessment</p> <p>11. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</p> <p>12. highly skilled workforce supporting ASN</p> <p>13. improving relationships and behaviour, and attendance</p> <p>14. an education system engaging in digital technology</p> | <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p> |



Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Curriculum Design:

- By June 2027, over 90% of class teachers and ELC staff will demonstrate a commitment to high quality professional learning and establish a shared understanding that professional learning will inevitably improve outcomes for learners.
- By June 2027, most class teachers will deepen their understanding of pedagogy and build confidence in identifying the appropriate pedagogical approach to suit the needs of learners.
- By June 2026, all class teachers will be familiar with the Curriculum for Excellence Toolkit and use this to further develop our understanding of the 'how' of curriculum making/design.
- By June 2026, all stakeholders will be involved in creating a bespoke curriculum, where the learners are at the centre of each and every 'Why?'
- By June 2026, all class teachers will ensure that our curriculum embeds reference to the four fundamental capacities and the four contexts for learning.
- By June 2027, all class teachers will create conditions for more autonomy in learning by increasing opportunities for the development of both teacher and learner agency.
- By June 2026, all class teachers will engage with Education Scotland's Scanning and Scoping Cycle to ensure continued review of our curriculum at Sunnyside Primary School & ELC.

Year 2 of a 3 year plan

| NIF Priority | NIF Driver(s) | HGIOS4/HIGIOELC QIs |
|--------------|---------------|---------------------|
|--------------|---------------|---------------------|



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|---|-----------------------------------|---|
| Improvement in children and young people's health and wellbeing | School Leadership | 1.3 Leadership of change |
| Closing the attainment gap between the most and least disadvantaged children | Teacher Professionalism | 2.3 Learning, teaching and assessment |
| Improvement in attainment, particularly in literacy and numeracy | Parental Engagement | 3.1 Ensuring wellbeing, equity and inclusion |
| Improvement in employability skills and sustained, positive school-leaver destinations for all young people | Assessment of Children's Progress | 3.2 Raising attainment and achievement / securing children's progress |
| | School Improvement | |
| | Performance Information | |

Contextual Analysis/Rationale

Year 1 of Curriculum Design has proved successful in many aspects within the priority.

Almost all teachers have engaged in the set up of provocations within their classrooms, and despite only 23.5% of staff sharing that they fully understand the purpose of provocations, 92% of identified learners demonstrated an increase on the Leuven Scale of Engagement between October 2024 and May 2025. Only 11.8% of staff report that they are fully confident in setting up provocations in their classes and therefore 82.4% would be keen on engaging in future practical sessions with ELC staff. 64.7% of teachers felt that this session positively impacted on their practice.

In June 2024, 61.5% of learners surveyed reported that they get excited about their learning in classrooms, this session this number has dropped to 48.8%, indicating that SLT should continue to evaluate classroom practice and pedagogy to continue to build on their existing evidenced based evaluation of learner's experiences and the quality of teaching across the school.

In line with our school Vision and Values we plan to involve all stakeholders in designing a curriculum that is unique to our school and local community, through the promotion of the four capacities and the four contexts for learning.

It is evident that, Learner Agency within the planning process for IDL has increased across the school. 11.5% of learners stated they were involved in planning their learning in session May 2024 and this increased to 39.5% in May 2025, however a clear discrepancy with infant classes was noted where all learners stated that their teacher plans their learning. This is not inline with teacher feedback reporting that all teachers have evidence of learner engagement in their planning and observation in some classes. Teachers will begin to explore the difference between pupil voice and children's agency to ensure learner engagement in planning develops beyond that of identifying their class theme.

Almost all staff have rated the value of professional reading at point 3 or above on a 4 point scale and 81.5% of staff report that they often or sometimes engage in professional reading. Year 2 of Curriculum Design should continue to establish a culture of commitment to high quality professional learning by



providing protected time during term 1 of collegiate activity time in response to 50% of staff expressing that lack of time is a contributing factor to their low engagement with professional reading/ability to keep up-to-date with the most current local and national guidance.

| Pre mortem approaches- What may hinder success? | Solutions |
|---|---|
| <ul style="list-style-type: none"> Staff attitudes and readiness to undertake significant change Logistical barriers to staff in collaborating with ELC Educators Lack of teacher confidence when identifying/experimenting with pedagogical approaches Understanding of how to build Children's Agency when planning learning Lack of parental engagement | <ul style="list-style-type: none"> Staff will be inspired and motivated to improve practice Clear vision will be shared about how to achieve goal Pace of change will be appropriate Create space for teaching staff to collaborate with ELC staff Protect time for professional reading to take place and for staff to work collaboratively on pedagogical approaches Staff will be encouraged to become empowered within their learning environments Establishing parental interests and comfort zones |

| Improvement Outcomes (short, medium and long term) | Measures | Key Actions | Who? | By when | Milestone Updates/Comments |
|--|--|---|-------------------------------|--------------|---|
| Short To continue to establish a culture of commitment to high quality professional learning within all educators. Focus on pedagogical approaches and Curriculum Improvement Cycle. (Article 28) (Article 29) | Interactions on staff notice board. Engagement of staff in CLPL professional reading group. Google form gathering feedback of any relevant impact on practice. | Reminder of GTCS Professional Standards Term 1 CAT sessions to focus on knowledge of current priorities within Education Scotland - Curriculum Improvement Cycle | Class Teachers Denise Bell | October 2025 | Staff Notice Board Professional Reading Group Google Form Curriculum Improvement Cycle Paper 1, 2 and 3 shared and discussed. Next steps to incorporate Curriculum Improvement Cycle Podcasts. Fortnightly reflection time |



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| <p>Teaching staff will continue to build on their knowledge of responsive and intentional planning and they will continue to build on their understanding of the purpose and value of the use of provocations.</p> | <p>All classes will use provocations.</p> | <p>Monthly optional professional reading group.</p> <p>Opportunity for reflection time at Curriculum Design CAT sessions.</p> | | | |
| | | <p>Class teachers and ELC Educator Trios to focus on observations of learners and responsive planning processes. Observation sheet to be created and agreed to support responsive and intentional planning</p> | <p>Class Teachers ELC Educators Denise Bell</p> | <p>September 2025 Ongoing throughout session 2025/2026</p> | <p>Almost all classes have provocations set up. CAT session with ELC presenting planning cycle and current documentation. Agreed format for documenting observations of play to establish common interests across each class. Teachers, currently exploring how to evidence learning/planning of next steps in learning. To be discussed further in term 3. All teachers included learners in the planning of their IDL for term 1. 'Discovery Time' scheduled into all class timetables. Quality Assurance Planned for December 2025.</p> |
| <p>Staff will continue to develop their understanding of pedagogical approaches taking interactions, experiences and spaces into account when planning learning.</p> | <p>Teacher views based on RTA Challenge Questions</p> <p>Engagement in whole school CCPE.</p> | <p>Staff team to consult RTA challenge questions reflect on current practice.</p> <p>Environmental Audit.</p> | <p>Class teachers Iona Young Vanessa Jones Denise Bell</p> | <p>October 2025</p> | <p>Environmental Audit Complete - use of RTA challenge questions. All classes identified two zones from the Core Provision Guidance Document to establish in classrooms.</p> |



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|---|--|--|---------------------------------------|-----------------------|--|
| <p>11.5% of learners stated they were involved in planning their learning in session May 2024. This increased to 39.5% in May 2025. There was a clear discrepancy with infant classes, where all learners stated that their teacher plans their learning. This is not inline with teacher feedback/observation in most classes. We hope to see an increase in learners in P1-P3 being able to identify the planning process in their classes.</p> | <p>Most learners will be able to articulate their part in the planning process - Pupil Group.</p> | <p>Whole school CCPE identified. Children to be involved in the planning of their learning within IDL from August 2025.</p> <p>Experiment with the use of Curriculum Maps (August 25 planning)</p> <p>Staff to establish consistent language to be used across the school.</p> | <p>Class teachers</p> | <p>September 2025</p> | <p>Curriculum Maps - coming from observations of play</p> |
| <p><u>Medium</u></p> <p>Establish the top priorities in our curriculum that should be developed in order to be responsive to the future needs of all learners.</p> | <p>An agreed curriculum framework will be established to ensure a consistency of approach across the school.</p> | <p>Reference to key information gathered under the six prompts on the 'Scoping and Scanning Cycle' (February 2025)</p> <p>Establish Pupil Group</p> <p>Establish Parent Group</p> | <p>Class Teachers Denise Bell</p> | <p>March 2025</p> | <p>Pupil Group Established - December 2025, reps from each class in the school. Meeting 1 - Pupils are looking for consistent opportunities for play in all classes.</p> |



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|---|--|---|---------------------------------------|---------------------------------------|--|
| <p>To begin to establish the foundations of our bespoke curriculum which will place all Sunnyside learners at the heart of everything we do.</p> | <p>Learner and parental feedback.</p> <p>Creation of the first draft of our 'Sunnyside Curriculum' Document</p> | <p>Use the Four Capacities and the Four Contexts for Learning to gather learner and parental views on what their dream Sunnyside curriculum would look like.</p> | <p>Class teachers Denise Bell</p> | <p>April 2025</p> | |
| <p>To increase Children's Agency within the planning process.</p> <p><i>(Article 12)</i></p> | <p>Google form to capture teacher confidence in developing Children's Agency in the classroom.</p> | <p>Explore the difference between Pupil Voice and Children's Agency in learning.</p> | <p>Class Teachers Denise Bell</p> | <p>March 2025</p> | |
| <p>Previous term's % of learners surveyed state that they are involved in planning their learning. We will see this increase by a further 25%.</p> <p><i>(Article 12)</i></p> | <p>Repeated Curriculum Survey results with newly identified cohort of children.</p> <p>Quality Assurance - Term 2 and 3 Planning Meetings.</p> | <p>Children continue to be involved in the planning of their learning within IDL in term 2 and 3.</p> <p>Teachers use curriculum maps or other forms of stimuli to support children in planning their learning.</p> | <p>Class Teachers Denise Bell</p> | <p>November 2025 January 2025</p> | |



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|---|--|---------------------------------|--------------------|-----------------|--|
| <p><u>Long</u></p> <p>To share our bespoke curriculum which will place all Sunnyside learners at the heart of everything we do.</p> | <p>Completion of our 'Sunnyside Curriculum' Document</p> | <p>Curriculum Launch Event?</p> | <p>Denise Bell</p> | <p>May 2025</p> | |
|---|--|---------------------------------|--------------------|-----------------|--|



Priority 3

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

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By June 2026 data and evidence will demonstrate that Q.I 2.3 Learning Teaching and Assessment has shifted from ‘satisfactory’ to ‘good’

We will design a child centred learning and teaching policy which actively improves attainment across the curriculum and drives excellent practice in all learning environments.

We will involve all stakeholders in the process of developing this shared understanding of excellent learning and teaching which puts the Sunnyside learner at the centre of its development and design.

We will create a child friendly policy understood by learners

We will ensure the policy clearly articulates the school's vision and values.

We will use relevant educational research, best practices, and examples from other schools in order to support teachers to develop evidence-informed decisions.

We will ensure the policy aligns with key Scottish educational principles such as the Curriculum for Excellence and the UN Convention on the Rights of the Child (UNCRC).

We will identify one key aspect of 2.3 based on data and evidence to develop and improve once the policies have been created

NIF Priority

NIF Outcome (short version)

HGIOS 4/HGIOELC



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|--|---|---|
| <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> | <ol style="list-style-type: none"> 1. a globally respected, empowered, and responsive education system 2. schools and early years settings working in excellent partnerships 3. inclusive and relevant curriculum and assessment 4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. highly skilled workforce supporting ASN 6. improving relationships and behaviour, and attendance 7. an education system engaging in digital technology | <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p> |
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Contextual Analysis/Rationale

Following a VSE in May 2024 it was recommended that the Headteacher evaluate classroom practice and pedagogy to gain a more evidenced based evaluation of learners' experiences and the quality of teaching across the school. This evaluation has been done over the course of the year and areas from **2.3 Learning and Engagement** and **Quality of Teaching** have been identified for improvement.

These and other key features of excellent teaching and learning at Sunnyside will be encapsulated in a new policy, Sunnyside's Approach to Excellent Teaching and Learning. This will allow all stakeholders to have an opportunity to articulate and develop a shared understanding of high quality learning and teaching in our setting. Previous policies are now outdated and do not fully take into account the Sunnyside learner of 2025 and curriculum changes.

Pre mortem approaches- What may hinder success?

Solutions



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- A sense of apathy that this has been done before
- Policy may become lengthy and verbose

- Addressed during early stages through rationale
- Ensuring policy is succinct and purposeful

| Improvement Outcomes (short, medium and long term) | Measures | Key Actions | Who? | By when | Milestone Updates/Comments |
|---|----------|--|-----------------------------------|------------|----------------------------|
| Short Staff and learners will be fully cognisant of the rationale behind developing the policy. | | CAT session What are the current challenges? What improvements are sought? How will this policy benefit children and staff? Teachers to look at Clackmannanshire's new Learning and Teaching Guidance policy, research, best practices, and examples from other schools in preparation for creating the policy. Pupil group to be created and briefed around their involvement throughout the process (or use Denise's.) Children to share their involvement at Parent Council | Class Teachers Pupil Group | October 25 | |



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| <p>Medium</p> <p>First draft of policy to be created.</p> | <p>Pupil feedback on policy content</p> | <p>Policy to be broken down into manageable sections to allow for deeper dives into specific areas. These will be assigned to smaller working groups. Teachers will collaborate to develop each aspect of the policy through drafting sections, gathering feedback, and synthesising ideas. Each group will involve the children in this process by seeking views on specific teaching methods used in class – what works well, what doesn't, and why. How Good is OUR school to be used to support this.</p> <p>Child friendly version of policy to be created with focus group.</p> <p>Both policies to be shared with Parent Council, families and learners in draft form</p> | <p>Class Teachers Pupils</p> | | |
| <p>Long</p> <p>A range of data and evidence will demonstrate that in most classes 2.3 has shifted from satisfactory to good.</p> | | <p>Continued quality assurance/self evaluation across the year combined with current data which supports the grading of QI 2.3 will allow us to clearly identify at least one area to focus on.</p> <p>Professional learning around focus area</p> <p>Peer classroom observations focused on staff with strengths in this area. (can we fit this in)</p> | | | |



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| | | <p>Quality Assurance visits from SLT and learners.</p> <p>Use of Learning, Teaching and Assessment Self-Evaluation and Micro Learning Tool.</p> <p>Develop the use experts/champions for key aspects</p> | | | |
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PEF Plan 2025/2026

Sunnyside Primary and ELC



**Our Vision- To be a community of happy and successful citizens.
Our values- KINDNESS HONESTY AMBITION BRAVERY**



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SCHOOL: Sunnyside Primary school

PEF ALLOCATION: £93,000

YEAR: 2025/2026

CONTEXTUAL ANALYSIS

Our current roll is 294. Overall attainment within the Early Learning and Childcare (ELC) to Primary 7 (P7) stages demonstrates that 67% (put in 1-7 data) of learners are achieving expected levels in literacy, while attainment in numeracy is slightly higher at 69%. The school serves a demographically diverse population, with 42.5% of learners originating from Quintile 1 (Q1), representing the most deprived areas, significantly outweighing the 1.7% of learners from Quintile 5 (Q5), the least deprived, highlighting a 40.8% greater representation from Q1. While 56.4% of our Q1 learners are on track in literacy and 67% in numeracy, a significant attainment gap exists between our Q1 and Q5 learners. The average Q5 attainment across the council is 85.1% for literacy and 86.3% for numeracy. This highlights the significant gap which exists between our least and most disadvantaged learners. In our school the Q5 cohort size is 1.7% compared with 42.5% in Q1. It is for this reason that the council wide figure offers a more significant example of the attainment gap. 41% of our pupils are supported through staged intervention stages 1-4, 33% of learners are eligible for free school meals, a figure distinct from, but not necessarily contradictory to, the Q1 demographic as these measures of deprivation are calculated differently. National Standardised Assessment (NSA) results further indicate varying strengths across stages: in Primary 1, 68% of learners achieved Band 4+ in literacy and 89% in numeracy; in Primary 4, 76% reached Band 6+ in numeracy compared to 73% in literacy; and by Primary 7, 83% of learners were at Band 8+ in numeracy, while 71% achieved this in literacy. The school actively utilises the BGE Benchmarking Tool, to gauge performance against local and national standards. Current overall attendance stands at 93%, attendance for children in Q1 is 6 percentage points lower than children in Q5. Q1-92% Q5-98%..

RATIONALE

Based on our contextual analysis we will be using our PEF to improve writing attainment of our Q1 learners. 56.4% of our Q1 learners are on track in literacy. The National Writing Programme has improved attainment data for writing in our establishment. Despite these improvements an attainment gap remains between Q1 learners and Q5 of 20%. Taking cognisance of the National Writing Programme and the newly developed local authority progression pathways we aim to develop a cohesive progressive approach to implementing the national writing programme at Sunnyside. We will be providing targeted interventions and to support our PEF learners Further to improve attainment in writing. We know that gaps in learning, as a result of wider societal issues do exist. Targeted intervention, developing cognitive knowledge and skills, will seek to bridge these gaps. When this approach is taken, attainment for all social groups should improve (Ellis and Rowe, 2020)

Literacy

Our current literacy attainment gap is 20+ percentage points. We intend to increase the attainment of our targeted group by 10 percentage points by June 2026.



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We know from looking at our data and discussions with teachers, children and families that there are several barriers to literacy attainment relating to:

- ☐ Cultural capital
- ☐ family circumstances
- ☐ attendance

| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
|------------------------|---|--|---|--|---|
| Writing gap | <p>76.4% of learners in quintile 1 will be on track for writing</p> <p>Through increased confidence amongst teaching staff when delivering the national writing programme, the attainment gap between Q1 and Q5 learners will decrease by 10%.</p> <p>Identified learners will have increased experiences, leading to a greater development of expressive language to use in their writing.</p> | <p>TPJ supported by summative assessment will show an increase of 10% in writing attainment for our most disadvantaged learners.</p> <p>Staff survey to gauge confidence levels when delivering the national writing programme. Further CLPL provided if required.</p> | <p>EIW will support identified cohorts of children with writing in P1-P3</p> <p>LA will support identified cohorts of children with writing in P4-P7</p> <p>EIW will provide opportunities to improve social capital.</p> | <p>Danielle, Learning Assistant (LA)</p> <p>£27000</p> <p>Linda, Early intervention worker (EIW)</p> <p>£43000</p> | <p><i>What will change? For whom? By how much? By when?</i></p> <p><i>October 2025</i> <i>Identify cohorts of learners and implement planned interventions.</i></p> <p><i>December 2025</i> <i>76% Identified learners in Q1 are predicted to be track for Writing.</i></p> <p><i>June 2026</i> <i>Learners from Q1 writing attainment will improve by 10 percentile points.</i></p> |



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| | <p>Identified learners will improve and develop emergent writing skills</p> <p>Identified learners will improve their ability to understand and use tools for writing effectively.</p> | <p>Evidence of rich language development in the shared writing book created by learners</p> <p>Attendance records</p> <p>Attendance records</p> <p>National Writing Assessment Framework</p> <p>Attendance records</p> | <p>LA to provide planned opportunities for experiences</p> <p>EIW to support small group intervention in P1-P3</p> <p>LA to support small group interventions in classes P4 - P7.</p> | | |
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Priority 2
Rationale

Care experienced children in Scotland face significant barriers within the education system, leading to poorer outcomes compared to their peers. Official data highlights a concerning attainment gap, with care-experienced young people less likely to achieve qualifications at all levels. For instance, they are almost four times less likely to leave school with at least one Level 6 qualification.

Our longer term goal at Sunnyside is to provide a range of experiences and supports which allow care experienced children to access the curriculum and achieve their full potential, narrowing the gap as they progress through the school. Learners will develop the skills allowing them to be ready to learn in school.



The barriers that care experienced children face are multifaceted, including placement instability, a lack of consistent support and encouragement, and the profound impact of trauma and adversity. As the Independent Care Review highlighted, education is critically important to the lives of care-experienced young people.

Research has found that children participating in extended school activities get on better with their peers and as a result improve their ability to develop positive and long lasting relationships.

Since care experienced Youth Clubs started running in November attendance in school has improved or stayed the same for 93% of children attending. We intend to build on this initial impact.

| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
|--|--|---|--|---|---|
| <p>7% of our learners are care experienced.</p> <p>None of these children have access to clubs/experiences outside school.</p> <p>Of these learners 85% have been identified as requiring support with interpersonal skills.</p> | <p>Learners will experience a range of activities that promote wellbeing and provide them with an equitable experience to those living out with deciles 1 and 2.</p> <p>Learners will be scaffolded to</p> | <p>Glasgow Wellbeing Profiles to be used as pre and post assessment.</p> <p>Attendance club days v. Mondays</p> <p>Termly monitoring of attainment data</p> | <p>Three after school, youth clubs, targeting care experienced children and children with similar profiles will be provided across the school year.</p> <p>Funding will be sourced to expand wider experiences</p> <p>Learning Assistant will link with Who Cares Scotland</p> | <p>Zoe, Learning Assistant</p> <p>£7660</p> | <p><i>What will change? For whom? By how much? By when?</i></p> <p><i>October 2025</i></p> <ul style="list-style-type: none"> <i>Pre assessment Wellbeing Profiles completed for each learner.</i> <i>Monitor attendance</i> <p><i>December</i></p> <ul style="list-style-type: none"> <i>Discussions with CT to monitor progress and impact</i> <i>Monitor Attendance</i> <i>Wellbeing Profile Analysed by CT and Zoe, interventions and supports identified</i> |



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| | improve their interpersonal skills and emotional regulation. | | Learning Assistant will co-lead a shared writing project based around experiences in the local and wider community which will culminate in the creation of a book | | Long Term <ul style="list-style-type: none"> Post assessment Wellbeing Profiles completed for each learner and analysed |
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Priority 3

Rationale

PARENTAL ENGAGEMENT

45% of our families live in poverty. Research shows that even when families live in poverty children can achieve if their parents/carers are involved in their child's education. Children spend 15% of their lives in school. Family influences have a more powerful effect on children's attainment and progress than school factors. It is essential that we take an approach that is family based.

By providing additional supportive measures for children delivered within school we aim to focus on developing a nurturing environment, providing wellbeing experiences with a view to enhancing the overall wellbeing of our disadvantaged learners. Activities targeted at the wider community- e.g. family learning around the rights of the child UNCRC.

| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
|------------------------|----------------------|----------------|--------------|------|---------------------|
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| <p>In the school year 2025-2026 24% of families (P1-P3) in quintiles 1 and 2 engaged in opportunities to be involved in their children's learning.</p> <p>Q1 & Q2 learners have 92% attendance for session 24-25 compared to 98% for Q5 learners, showing a gap of 6%.</p> | <p>By November 2025, most families in quintiles 1 and 2 will attend a school event.</p> <p>By December 2025, Q1 & Q2 most family members who were unable to attend a family learning event or workshop will be offered a bespoke family engagement opportunity</p> <p>To close the gap in attendance between Q1-2 and Q5 learners by 3%.</p> | <p>Attendance at school events.</p> <p>Parent Survey - exit passes etc</p> <p>Attendance records</p> | <p>Early Intervention Worker will find ways to engage families in attending events and supporting their child's learning</p> <p>EIW using Dojo to communicate school and community supports and events.</p> <p>EIW to monitor attendance and address attendance if it drops below the council stretch aim of 93%</p> | | <p>What will change? For whom? By how much? By when?</p> <p>Short Term <i>Identifying non engaging families and beginning to develop positive relationships with these families.</i></p> <p><i>Dojo used effectively to communicate school and community events and information</i></p> <p>Medium Term <i>Sustaining and improving attendance of Q1 & Q2 families at school events.</i></p> <p><i>Improvement in Q1 & Q2 learners attendance from August to December</i></p> <p>Long Term <i>Attendance of Q1-2 learners will have improved</i></p> |
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Self Evaluation Core Quality Indicators over time (Microsoft Form also to be updated)

| Core QI | Establishment Self Evaluation (1-6) | Validated Self Evaluation | HmiE |
|---------|-------------------------------------|---------------------------|------|
|---------|-------------------------------------|---------------------------|------|



| | 22-23 | 23-24 | 24-25 | Date: May 2024 | Date: |
|---|-------|-------|-------|----------------|-------|
| 1.3 Leadership of Change | n/a | 3 | 3 | 3 | |
| 2.3 Learning, teaching and assessment | n/a | 3 | 3 | 3 | |
| 3.1 Ensuring wellbeing, equality and inclusion | n/a | 3 | 4 | 3 | |
| 3.2 Raising attainment and achievement/Securing children's progress | n/a | 2 | 3 | 3 | |

| Care Inspectorate | Inspection Date | Grading awarded |
|--|-----------------|-----------------|
| How good is our care, play and learning? | | |
| How good is our setting? | | |
| How good is our leadership? | | |
| How good is our staff team? | | |

