





East
Ayrshire
Council
Education
Service

Establishment: Bellsbank
PS and ECC



Establishment
Improvement
Plan
2025-26

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| School Improvement Plan | Bellsbank PS and ECC |
| Head Teacher | Fiona Greig |
| Date Submitted | Submitted to Chief Education Officer on : 27.06.2025 |

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| School / Centre Vision and Values |  <p>BELLSBANK PRIMARY SCHOOL</p> <hr/> <p>OUR VALUES</p> <div>    </div> <hr/> <p>BELIEVE AND ENCOURAGE LOVE AND LEARNING FOR ALL!</p> |
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

| SIP Consultation included the following stakeholders: | Complete | Content of plan | Complete |
|--|-----------------|---|-----------------|
| Children and Young People | ✓ | Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf | ✓ |
| Parent Council and Forum | ✓ | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/ | ✓ |
| Teachers, practitioners and ALL school/centre staff | ✓ | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/ | ✓ |
| Volunteers/ Community partners | ✓ | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | ✓ |
| Head Teacher / Head of Centre Signature: F. Greig | | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | ✓ |

Pupil and parental strategic involvement

| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
|---|--|
| <p>Every term a theme from HGIOURS will be chosen. The HT will meet with the Pupil Council to explore key questions and related activities. Pupil Council will interact with other pupils and gather views through GLOW Forms and GLOW Teams</p> <p>Pupil Council will be involved in recruitment of staff when possible.</p> <p>Pupil Council will lead consultation on PEF plan using participatory budgeting. This will involve pupils and parents.</p> <p>To monitor progress, at appropriate points throughout the session, all children will traffic light code the child friendly improvement plan display.</p> <p>All children are members of a committee which meet fortnightly to share ideas and work together on school improvement</p> <p>Pupils will work in assembly circles once a month to share their views about the school and how it can be improved.</p> <p>ECC children will share their views through their learning journals and their working wall.</p> <p>Children will be involved in the quality assurance process using the pupil version of the excellent lesson</p> | <p>GLOW Forms will be used to issue questionnaires and gather feedback.</p> <p>Information will be shared via School App, School blog and School Twitter Account, as appropriate.</p> <p>Priorities for improvement will be shared in school 'monthly round up' and GLOW blog.</p> <p>HT to attend Parent Council Meetings. Progress on priorities for improvement shared at Parent Council Meetings and via school app.</p> <p>"You said, We did" will be displayed in school and shared via the school app.</p> <p>Share impact of PEF at Parent Council Meetings and via school app.</p> <p>Gather parent suggestions for PEF Plan 2024/5.</p> <p>School Improvement Plan Consultation.</p> <p>Parent Focus groups to develop engagement with the parent forum.</p> |

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

- 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 attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

| Key Priorities | Education Service Improvement Plan: | Children's Services Plan: | Community Learning and Development Plan: |
|---|---|---|--|
| 1: Our Leadership | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | Priorities for 2023-26: <ol style="list-style-type: none"> 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving | Outcomes: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| 2: Teaching and Learning Together | Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. | | |
| 3: Our Wellbeing and Belonging | We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. | | |
| 4: Our Attainment, Destinations and Achievements | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. | | |

Our Leadership: Improvement priority: To develop pupil agency and staff agency through promoting UNCRC and develop a professional learning framework

Rationale – The rationale for this priority is that there is a need to continue to build on the work done to develop pupil voice and leadership in the school to ensure it is evident in all aspects of school life. In the pupil questionnaire completed in May 2025, the majority of pupils felt they had an opportunity to share their views and have them taken into account. There is more work to be done to make sure all children feel they have their voice listened to in the classroom and across the school. The vehicle for this work is the UNCRC Rights Respecting School programme. The school will resubmit their Bronze application due to the period of time elapsed since Bronze accreditation, and we plan to use the momentum from this process to start on our Silver Award. Staff engaged with the Critical Collaborative Professional Enquiry this session. Feedback gathered in a staff questionnaire about the process felt that this process could be tailored more to suit the school's needs. Most teachers saw the value of this collaborative way of working. The plan will take account of this feedback from staff. All staff gave feedback that they valued the peer observation process, and this will become a key part of professional development and quality assurance processes. As a school based in a more remote part of East Ayrshire, all staff have also indicated that they would welcome the opportunity to visit other establishments to see practice out with our establishment.

| NIF key drivers: | School & ELC leadership | | Teacher & practitioner professionalism | | Curriculum & assessment | | School & ELC improvement | |
|---|--|-----------|--|---|---|------------------|---|--|
| HGIOS4 QIs: | 1.1 | 1.2 | 1.3 | 2.2 | 2.3 | 3.3 | | |
| QF ELC: | Select QI | Select QI | Select QI | Select QI | Select QI | Select QI | | |
| ESIP key priorities: | Y Teaching & Learning | | | Y Our Wellbeing | | Y Our attainment | | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | | Review/milestones | |
| By June 2026, all children will use the pupil lesson evaluation toolkit to give feedback about their learning | Staff will agree the non-negotiables to include in our Excellent Lesson, which will sit above our Lesson Evaluation Toolkit. A pupil version of the Excellent Lesson to be created and used with a group of children following all lesson observation | | | FG, all staff | Completed lesson evaluation toolkits will show adherence to the Excellent Lesson. Reflection on the achievement of previous actions will demonstrate progress. | | Termly progress as lesson observations take place (September, November, February and May) | |
| By June 2026, children's learning and evidence of learning will be quality assured through peer observations and peer jotter monitoring | A standard for feedback to written tasks/jotter work to be developed with teachers. Peer jotter monitoring sessions to take place three times per session as part of the Quality Assurance calendar. | | ✓ | FG, AM all staff, Pupil Council and Inclusive | An agreed standard for feedback to written work and jotter work will be developed that allows pupils to understand their next steps and improve their work. | | September | |

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| | Peer observations to take place twice per session using the Lesson Evaluation Toolkit | | Leader pupil group | <p>All staff will complete the proforma for written feedback with a peer.</p> <p>All staff will visit another class and complete the lesson evaluation toolkit and discuss future actions</p> | <p>Three times per year (October, January, April)</p> <p>Twice a year (November and May)</p> |
| By March 2026, all P4-7 children will develop- the skills necessary to complete the Learner Profiles to record and reflect their progress in learning against their targets (IT, digital, attainment and achievements) | <p>Staff will complete the staff training webinar for Learner Profiles.</p> <p>IT lessons in term 1 will focus on the skills logging into Learner Journals and updating achievements and targets related to literacy, numeracy and the meta skills.</p> <p>Pupils will lead a sharing the learning session for parents to share their Learner Profile.</p> | | MW, LB, GF, KM Digital Leaders group | <p>All children in P4-7 will have a Learner Profile, which includes targets from 3 terms and 3 different achievements.</p> <p>All children will know how to log into their Learner Profile, update their targets in literacy and numeracy, their achievements and information about the meta skills they have developed.</p> <p>Most P4-7 parents will attend a sharing the learning session for children to show their Learner Profiles.</p> | <p>October 2025 – All pupils have a Learner Profile started.</p> <p>November 2025 – Targets and achievements for term 1 and 2 have been uploaded.</p> <p>March 2025 Targets and achievements (including meta skills) for term 3 have been uploaded.</p> |
| By May 2026, all children will have the opportunity to lead their own learning by setting termly targets in literacy, numeracy and health and wellbeing. | <p>Staff will participate in Peer observations.</p> <p>A Teaching Sprint will be carried out to investigate strategies for pupil led target setting.</p> <p>Staff will have the opportunity to visit other establishments who have established processes for target setting.</p> | ✓ | All staff | <p>Children's attainment will be increased.</p> <p>Monitoring and tracking discussions demonstrate children are meeting the targets they set.</p> <p>Learner Journals will reflect the achievements in the class</p> <p>GMWP results be increased.</p> <p>Children's engagement in their learning will increase on the Leuven scale.</p> | Termly |

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| By May 2026, all children will be able to take part in self and peer assessment of their learning in literacy and numeracy | <p>Staff will participate in Peer observations.</p> <p>A Teaching Sprint will be carried out to investigate strategies for approaches to self and peer assessment</p> <p>Staff will have the opportunity to visit other establishments who have established processes for target setting.</p> <p>All classes involved in the National Improving Writing Programme will develop this through the implementation of the writing bundle.</p> | | All staff | <p>Children's attainment will be increased.</p> <p>Monitoring and tracking discussions demonstrate children are meeting the targets they set.</p> <p>Learner Journals will reflect the achievements in the class.</p> <p>Children's engagement in their learning will increase on the Leuven scale.</p> | Termly |
| By May 2026, all children can confidently articulate the focus articles and how they impact them | <p>The Bronze award will be submitted.</p> <p>The Rights Respecting Pupil Group will develop a programme of the Right of the Fortnight.</p> <p>The Right of the Fortnight will be a focus for weekly assemblies and linked to our school values and PATHs.</p> <p>The ABCDE of Rights will be introduced to pupils, parents and staff.</p> | | MW and the RRS pupil group | <p>The bronze award will be achieved.</p> <p>All children will be able to talk about their class charter and the rights that they have focused on.</p> <p>Most children will be able to explain the ABCDE of Right.</p> | Termly |
| By May 2026, all children will improve on their level of engagement in the curriculum. | <p>Teaching Sprint to develop Bellsbank's Curriculum will be developed with a focus on play/nurture and outdoors.</p> <p>Staff will participate in Peer observations.</p> <p>Staff will have the opportunity to visit other establishments who have established processes for target setting.</p> | | All staff | <p>Leuven Scale will be carried out at the start of term and at the end of each teaching sprint</p> | <p>Aug/Sept</p> <p>November</p> <p>January</p> <p>April/May</p> |

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| Teaching and Learning Together: Improvement priority: We are going to develop Bellsbank’s Curriculum and the rationale that underpins it. | | | | | | | |
| Rationale – Developing Bellsbank’s Curriculum was highlighted as a required action in the Learning Visit Report (February 2024). This was a target carried forward from last year’s improvement plan. Progress was made to ensure opportunities for Outdoor learning, STEM and digital learning were experienced by the children. We now need to develop this into a curriculum rationale where children have the opportunity to learn through the 4 contexts for learning. The planning process focuses on the discreet areas of the curriculum and there is a need to develop a process for planning inter disciplinary learning and project-based learning. Most children agree they have opportunities to develop their learning linked to the world of work and outdoor learning regularly, but a significant minority indicate that this happens – but not regularly. | | | | | | | |
| NIF key drivers: | Teacher & practitioner professionalism | | Parent/carer involvement & engagement | | Curriculum & assessment | | School & ELC improvement |
| HGIOS4 QIs: | 1.1 | 1.3 | 2.2 | 2.3 | 2.5 | 2.7 | |
| QF ELC: | Select QI | Select QI | Select QI | Select QI | Select QI | Select QI | |
| ESIP key priorities: | Y Our Leadership | | | Y Our Wellbeing | | Y Our attainment | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones | |
| By February 2026, all children in P1-7 will experience play pedagogy as part of their weekly curriculum (P1-3 will have daily experiences of free play; P4-7 at least weekly experiences of play-based learning) | All teaching staff will complete a teaching sprint to explore the impact of Play Pedagogy on engagement of children during play and across the curriculum. All staff will incorporate play-based experiences into their weekly (P4-7) /daily timetable (P1-3) CLPL linked to play based learning will be accessed for staff | | ✓ | FG, All Staff | Leuven Scale will be carried out at the start of term and at the end of the teaching sprint. | Preparation August Check in September Review November | |
| By February 2026, all children in P1-7 will experience outdoor learning as part of their weekly curriculum at least once a week | Through Eco Committee/Learning for Sustainability, staff will explore the literature around Learning for Sustainability Staff will complete the Education Scotland Learning for Sustainability Self Evaluation and create a plan for further improvement. | | | AM, LB, All staff, Eco Committ ee | Leaven scale will be used to measure pupil engagement The Clean Green Action Plan will be used to measure the impact of whole school developments. The Education Scotland Learning for Sustainability Self Evaluation | August – completion of LfS self-evaluation September – Leuven Scale November – progress check-in March – LfS self-evaluation May – Leuven Scale | |

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| | <p>Children will experience outdoor learning at least once a week</p> <p>The Clean Green Action Plan will be developed and provide a focus for whole school awareness of the impact of climate change</p> | | | document to be completed at the start of term/end of term to evaluate progress. | |
| By February 2026, all children in P1-7 will experience a nurturing environment | <p>The Circle Framework Checklist and Classroom Environment checklist will be completed for each classroom.</p> <p>Nurturing environments to be one of the non-negotiables in the Excellent Lesson</p> <p>30 minutes wellbeing time to be protected in each class and activities developed to provide nurturing support in varied ways for children</p> <p>Emotional check-in to be part of this protected time.</p> <p>PSA CLPL to focus on nurture and positive relationships</p> | ✓ | LR, all staff and Wellbeing Pupil Group | <p>Quality Assurance using the Excellent Lesson will reflect a nurturing environment</p> <p>Classroom Environment Checklist will be completed will 90% compliance</p> <p>Learning Walks will reflect nurturing environments building on focus areas identified in the Circle Framework</p> <p>PATHS learning Walks will show 100% compliance in all areas</p> <p>GMWP BOXALL assessments Wellbeing webs</p> | Termly evaluation of progress |
| By June 2026, all children will be assessed and tracked across the curriculum using the meta skills. | <p>Staff will plan and assess using meta skills whole school-based project-based learning 4 times over the session.</p> <p>A teaching sprint will be carried out to investigate project-based learning as a way of increasing pupil engagement in learning.</p> | | <p>FG, all staff</p> <p>MW, Doon Education Group</p> | <p>Leuven scale will be used to measure pupil engagement</p> <p>Meta skill assessment trackers</p> <p>School reports will reflect the language of meta skills and the progress the children are making</p> <p>P4-7 Learner Profiles will reflect pupil progress in developing meta skills</p> | <p>October</p> <p>Education Group planning</p> <p>January</p> <p>Teaching Sprint 2 prep</p> <p>February</p> <p>Teaching Sprint Check in</p> <p>April</p> <p>Teaching Sprint Review</p> |

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| Our Wellbeing and Belonging: Improvement priority: Develop Bellsbank’s relationship policy to embed nurturing, inclusive strategies in school, in classes and in the playground | | | | | | | | |
| Rationale – 50% of our school role are on the ASN log with a social, emotional or behavioural need so a universal approach to nurture needs to be developed as part of our school curriculum as there is such a need within the school. 28% of the school role have a diagnosed neurodivergence or a suspected neurodivergence (autism, ADHD, dyslexia, dyscalculia). This is why there is a need for specific CLPL to ensure all children can be supported in their learning. Session 2024-2025 staff undertook CLPL in restorative practice, The Promise and the regulation trackers and the language that underpins Included, Engaged, Involved 3 around seclusion and restraint. The approaches we have developed should now be incorporated into our Relationships Policy to replace the Health and Wellbeing Policy. Although 40% of parents felt the school dealt with bullying well, 20% didn’t agree. 52% of pupils agreed we dealt with bullying well but 25% of pupils disagreed. There is a need to develop our school approaches to Respect Me so that it is incorporated into our Relationships policy. | | | | | | | | |
| NIF key drivers: | School & ELC leadership | | Teacher & practitioner professionalism | | Parent/carers involvement & engagement | | Performance information | |
| HGIOS4 QIs: | 1.3 | 2.1 | | 2.4 | 2.5 | 2.7 | | 3.1 |
| QF ELC: | Select QI | Select QI | | Select QI | Select QI | Select QI | | Select QI |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our attainment | | | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | | PEF | Who | Measures | | Review/milestones |
| By June 2026, all children will experience a morning check-in with 2 adults using nurture principles. | Staff will be timetabled so there are 2 adults in each classroom to provide a nurturing start to the day. 30 minutes wellbeing time to be protected in each class and activities developed to provide nurturing support in varied ways for children Emotional check-in to be part of this protected time. Regulation trackers will be completed for focus children | | | ✓ | All staff | Wellbeing Webs will see improvements over the session for all children. GMWP will see improvements over the session for all children. BOXALLs will see improvements over the session for all children. Resilience Toolkit Assessments will see improvements over the session for all children. Regulation Trackers will see improvements over the session for all children. | | September November March May |

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| | | | | EAC Contextualised Assessments for pupils who are care experienced will show improvements in outcomes. | |
| By January 2026, all children will be able to articulate how to resolve friendship problems using red, amber, green problems. | <p>An assembly will give a universal introduction to green, amber, red problems.</p> <p>Staff CLPL around using the language of green, amber, red problems</p> <p>The Problem-solving flowchart will be used in school and the playground to help children problem solve friendship issues.</p> <p>The B's Buddies will have training in identifying problems they can solve and where they need to get adult support.</p> <p>Ongoing modelling and coaching sessions as people work through the PATHs programme</p> | | AM, All staff | <p>Teachers will teach PATHs 2 lessons a week – one from the folder and one generalised in another curricular area as identified in the backdrop planner</p> <p>Pareto chart to be completed for red, amber, red problems to analyse areas for focused improvement in the playground.</p> <p>PATHs learning Walks will show 100% compliance in all areas</p> | <p>October</p> <p>January</p> <p>April/May</p> |
| By May 2026, all children will show progress in affiliation and autonomy (Nurtured, Included, Respected and Responsible) | <p>Our relationships and meeting learners' needs policy will be developed incorporating the following policies</p> <p>The Promise Respect Me IEI 1-3 GIRFEC</p> | | FG, AM, All staff, Pupil Council, Parent Council, Parent Forum | <p>GMWP – improved scores in focus elements over the session for all children</p> <p>Wellbeing Webs – improved scores for nurtured, included respected and responsible)</p> <p>Parent/Pupil/Staff questionnaires in response to the development of Respect Me into our Relationships Policy</p> | Termly |
| <p>By June 2026, our average attendance will be 91%.</p> <p>75% of the pupils will attend more than 90%.</p> | Pupils' attendance will be tracked and monitored in line with the attendance policy flowchart. | | | The attendance tracker will be used to help us track attendance. | 6 weekly in line with attendance tracking periods. |

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| | | | | Children identified for intervention and support at each tracking period will improve their attendance by 5% | |
| By February 2026, all neurodiverse children will be able to access relevant strategies to meet their needs. | <p>Pupil Passports will be developed for children who have an identified SEB need or are neurodivergent (dyslexia, dyscalculia, autism, ADHD)</p> <p>Staff CLPL for ADHD strategies</p> <p>Staff CLPL in nurture approaches</p> <p>Staff CLPL for dyslexia and dyscalculia</p> <p>Staff Book Study "Can You See Me"</p> <p>Pupil assemblies about neurodiversity</p> | ✓ | <p>Ciara McCabe , FG, AM, All staff</p> <p>Inclusive Schools Pupil Group</p> | <p>90% of My Plan targets will be met</p> <p>90% of ILP targets will be met</p> <p>Regulation Trackers will show children's needs are being met</p> | <p>November</p> <p>March</p> <p>May</p> |
| By October 2025, all children on the ASN log will have a pupil passport which outlines their needs and strategies for support | <p>Pupil Passports will be developed for children who have an identified SEB need or are neurodivergent (dyslexia, dyscalculia, autism, ADHD)</p> <p>Staff CLPL for the Circle Framework – The Classroom Environment assessment will be completed. The Pupil Participation Scale will be used to inform GIRFEC planning</p> <p>Staff CLPL in writing and reviewing targets linked to GIRFEC and informed by the Circle Framework</p> <p>HT to participate in the Working Group to review the GIRFEC paperwork to plan to meet Learners' Needs.</p> | | <p>AM, All staff</p> <p>FG</p> | <p>90% of My Plan targets will be met</p> <p>90% of ILP targets will be met</p> <p>Regulation Trackers will show children's needs are being met</p> <p>The Pupil Participation Scale will show progress for identified children.</p> | <p>November</p> <p>March</p> <p>May</p> |

Our Attainment, Destinations and Achievements: Improvement priority: to provide opportunities for children to raise their attainment and achieve success in literacy, numeracy and health and wellbeing

Rationale – Having a focus on mitigating against the Cost of the School Day is important to all stakeholders in the school as an area where many families experience poverty. All children, staff and most parents/carers voted in the PB funding event run by the Pupil Council. Swimming lessons and trips were identified as areas for the funding to target. Living close to Loch Doon, learning to swim is a vital life skill in the area and not all families may be able to afford this additional cost due to the levels of poverty in the Bellsbank area. Having funds available to access learning experiences out with the Bellsbank area will mitigate against the impact on children's life experiences living in a rural area. This will enhance our HWB PE curriculum as well as a focus on providing PE kit for children. Although we showed increased attainment in the writing after being part of the National Improving Writing Programme, we are still attaining below the East Ayrshire average. Being part of the Implementation wave and having further members of staff trained will allow for sustained improvement as children move through the school. Research shows that developing robust approaches to vocabulary instruction can help close the poverty related attainment gap. The vocabulary gap between most affluent and most deprived children can be 11% in numeracy and maths by P7 so developing robust mathematical vocabulary could have a huge impact on raising attainment in numeracy and maths.

| NIF key drivers: | Performance information | | Teacher & practitioner professionalism | Curriculum & assessment | | School & ELC improvement |
|---|--|-----------|--|-------------------------|--|---|
| HGIOS4 QIs: | 1.3 | 1.5 | 2.2 | 2.3 | 3.1 | 3.2 |
| QF ELC: | Select QI | Select QI | Select QI | Select QI | Select QI | Select QI |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our Wellbeing | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| By December 2025, there will be no barriers to children coming to school as a result of the cost of school day. | <p>Breakfast Club will continue to be offered to enhance attendance at school</p> <p>Attendance at the Cost of the School Day summit in September will allow the pupil council to learn about other good practice.</p> <p>Another PB funding event will be held in March to involve all stakeholders in having a voice in the allocation of funds.</p> <p>School uniform/PE will be kept in school to help people who may be finding this a barrier to children attending.</p> | | □ | FG and Pupil Council | <p>Attendance data will be increased</p> <p>Attendance Pareto chart will show the cost of the school day isn't a barrier to children attending.</p> <p>More children will attend breakfast club.</p> | <p>September</p> <p>December</p> <p>March</p> |

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| | <p>Audit how often families are asked for money</p> <p>We will support the Parent Council to access Grant funding in the local area</p> <p>Hallowe'en/Christmas Jumper Swap Shop will be held at key points in the session.</p> | | | | |
| <p>By June 2026 the following writing targets will be met</p> <p>P1 – 92%</p> <p>P2 – 67%</p> <p>P3 – 75%</p> <p>P4 – 82%</p> <p>P5 – 74%</p> <p>P6 – 71%</p> <p>P7 – 69%</p> | <ul style="list-style-type: none"> • Participation at the CYPIC National Improving Writing (NIW) sessions <ul style="list-style-type: none"> ○ 2 x 2-hour session for member of school management team ○ 2 full days (in person) ○ 5 x 2-hour twilights (virtual) ○ 2 optional sessions (virtual) (2.1 + 2.2.) • Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work (4.2) • Staff will implement the 'writing bundle' • Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary • voice (qualitative feedback) throughout · Classroom observation feedback <p>· Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time. (4.1, 4.2) · Involve children in collecting and analysing data. · Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners · (Provide</p> | | <p>P2/3 and P6/7 teaching staff and SLT member (s) (MW, VL and AM). CYPIC National Improving Writing team EA leads D. McMahan, S. Rae, L. Bull</p> | <ul style="list-style-type: none"> • Pre and Post pupil questionnaires (1.4) • Regular teacher polls on impact of learning from the NIW programme. • Pareto chart to identify focus for teaching inputs – baseline assessment (4.1) • Stretch Aim (June 26) for Writing attainment for class (4.1) • 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus. (4.1) • Run Charts to collect data demonstrating progress daily and share with pupils. (4.2) • Analysis of Run Charts to learn from data to inform small tests of change and to identify when to move to next teaching aim; provide support; increase challenge (4.2) • AiFL approaches demonstrate on-going assessment and provide feedback to learners. • Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment. | <ul style="list-style-type: none"> • Stretch Aim set for June 26 based on data • Teaching Aim 1 set for e.g. 3rd November, based on Pareto data • ACEL/progress and achievement tracking and monitoring data. • Pupil voice (qualitative feedback) e.g. August /Jan and June 26 • Staff voice • Classroom observation feedback • Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time. (4.1, 4.2) • Involve children in collecting and analysing data. • Moderation of planning, learning, teaching and assessment improving |

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| | opportunities for parents/carers to engage with the writing pedagogy) (2.4) · Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams- e.g. participation in implementation wave (2.1) · Increase understanding of the root causes for writing difficulties/ barriers (professional learning and discussion with ASD/ Dyslexia/EAL teachers.) (4.1) · Create a Quality Improvement Poster. (2.1) | | | <ul style="list-style-type: none"> • Pupils' ability to talk about their progress and next steps both individually and as a class. (1.4) • Fishbone tool analysis where there is continued non-attainment and consideration of ways to further support pupils. (4.1) (2.4) • Writing Benchmarks to support reliability of teacher judgements. • Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of writing. • Staff will report that they are more confident and enjoy teaching writing. • ACEL data in tracking tool (4.2) | <p>shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners</p> <ul style="list-style-type: none"> • (Provide opportunities for parents/carers to engage with the writing pedagogy) (2.4) • Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams- e.g. participation in implementation wave (2.1) • Increase understanding of the root causes for writing difficulties/ barriers (professional learning and discussion with ASD/ Dyslexia/EAL teachers.) (4.1) · • Create a Quality Improvement Poster. (2.1) |
| By June 2026 the following numeracy targets will be met P1 – 92% P2 – 75% | Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements. | ✓ | AM, VL | <ul style="list-style-type: none"> • AiFL approaches demonstrate on-going assessment and provide feedback to learners. | Self-Evaluation, PRD, Classroom Observations and pupil voice set within QA and SE Calendar |

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| P3 – 67% P4 – 100% P5 – 68% P6 – 71% P7 – 63% | Assessment in Numeracy and Mathematics Paper Embedding Assessment PowerPoint Develop robust instruction of mathematical vocabulary and approaches using Talk for Maths | | RM, AM, VL | <ul style="list-style-type: none"> Pupils' ability to talk about their progress / next steps Assessment Data and Evidence Analysis of ACEL data in tracking tool (Progress to Stretch Aim) Word Aware assessments will show children have a deeper understanding of mathematical vocabulary | ACEL/progress and achievement tracking and monitoring data. Ongoing review of progress embedded within PL/TLC outline and collegiate time Feedback/actions from Learning Visits |
| By June 2026, all children will have engaged with an achievement opportunity beyond the classroom. | Monthly masterclass opportunities for pupils to select from to allow them to develop interests and skills from staff, parents and the wider community. | | AM, all staff | <ul style="list-style-type: none"> All children will try a new skill/experience | Termly |

| 2024-25 baseline | | | | | | 2025-26 targets | | | | | | 2025-26 actual | | | | | |
|------------------|---------|---------|------|----------|----------|-----------------|---------|---------|------|----------|----------|----------------|---------|---------|-----|----------|----------|
| | Reading | Writing | L&T | Literacy | Numeracy | | Reading | Writing | L&T | Literacy | Numeracy | | Reading | Writing | L&T | Literacy | Numeracy |
| P1 | 92% | 92% | 92% | 92% | 83% | P1 | 100% | 100% | 100% | 100% | 92% | P1 | | | | | |
| P2 | 60% | 60% | 73% | 60% | 60% | P2 | 67% | 67% | 80% | 67% | 67% | P2 | | | | | |
| P3 | 56% | 69% | 88% | 56% | 69% | P3 | 63% | 75% | 94% | 63% | 75% | P3 | | | | | |
| P4 | 73% | 73% | 100% | 73% | 73% | P4 | 82% | 82% | 100% | 82% | 100% | P4 | | | | | |
| P5 | 68% | 63% | 95% | 63% | 58% | P5 | 74% | 74% | 95% | 74% | 68% | P5 | | | | | |
| P6 | 79% | 64% | 100% | 64% | 64% | P6 | 86% | 71% | 100% | 71% | 71% | P6 | | | | | |
| P7 | 69% | 63% | 100% | 63% | 56% | P7 | 75% | 69% | 100% | 69% | 63% | P7 | | | | | |

| Reading | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | Writing | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | L&T | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | Numeracy | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
|---------|----|----|----|----|----|----|----|--|---------|----|----|----|----|----|----|----|--|-----|----|----|-----|-----|-----|-----|-----|--|----------|----|----|-----|----|----|----|----|
| P1 | 92 | | | | | | | | P1 | 92 | | | | | | | | P1 | 92 | | | | | | | | P1 | | | | | | | |
| P2 | 60 | 67 | | | | | | | P2 | 60 | 67 | | | | | | | P2 | 73 | 80 | | | | | | | P2 | 60 | | | | | | |
| P3 | 81 | 56 | 75 | | | | | | P3 | 75 | 69 | 75 | | | | | | P3 | 85 | 85 | 94 | | | | | | P3 | 75 | 69 | | | | | |
| P4 | 36 | 64 | 73 | 82 | | | | | P4 | 36 | 82 | 73 | 82 | | | | | P4 | 64 | 82 | 100 | 100 | | | | | P4 | 55 | 73 | 100 | | | | |
| P5 | 57 | 57 | 79 | 68 | 74 | | | | P5 | 52 | 62 | 63 | 63 | 74 | | | | P5 | 52 | 67 | 95 | 95 | 95 | | | | P5 | 74 | 67 | 68 | 58 | | | |
| P6 | 47 | - | 69 | 75 | 79 | 86 | | | P6 | 40 | - | 54 | 56 | 64 | 71 | | | P6 | 53 | - | 92 | 81 | 100 | 100 | | | P6 | 47 | - | 47 | 63 | 64 | | |
| P7 | - | - | - | 75 | 61 | 69 | 75 | | P7 | - | - | - | 69 | 39 | 63 | 69 | | P7 | - | - | - | 88 | 83 | 100 | 100 | | P7 | - | - | - | 71 | 56 | 56 | |

Summary of Improvement Plan directly linking to Education Service Improvement Plan

| Our Leadership | Teaching and Learning Together |
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| <ul style="list-style-type: none"> • <i>Develop Bellsbank Professional Learning Framework for all staff - including coaching, practitioner enquiry, peer observations (within and out with Bellsbank PS)</i> • <i>Quality Assurance – Pupil Version of the Excellent Lesson; Peer Observations using the Lesson Evaluation Toolkit; Peer Jotter Monitoring</i> • <i>Collaborative Working – coaching, practitioner enquiry (Teaching Sprints); peer observations</i> • <i>Pupil Voice/UNCRC – achieve Bronze Rights Respecting Schools Award; start working towards silver</i> | <ul style="list-style-type: none"> • <i>Develop consistent approaches to self and peer assessment and pupil target setting including the development of the Learner Profile (P4-7)</i> • <i>Research and enquiry of meta skills (skills for life, learning and work)</i> • <i>Research and enquiry focused on Play Pedagogy; Learning for Sustainability and Outdoor Learning; Project Based Learning</i> • <i>Parental Engagement – sharing target setting and Learner Profiles</i> • <i>Development of assessment calendar and tracking of meta skills</i> • <i>Develop digital literacy skills – Learner Profile and accessible technology (immersive reader)</i> |
| Our wellbeing and belonging | Our Attainment, Destinations and Achievements |
| <ul style="list-style-type: none"> • <i>Develop a Relationship Policy taking account of the Promise and Respect Me</i> • <i>Staff training - autism, ADHD, dyslexia and dyscalculia</i> • <i>Implementation of our attendance policy</i> • <i>Help children to solve friendship problems using green, amber, red problems</i> • <i>Develop universal approaches to nurture</i> | <ul style="list-style-type: none"> • <i>Approaches to limit the Cost of the School Day – breakfast club; swimming lessons; PE kit; school uniform</i> • <i>Continuing to develop approaches to raise attainment in writing by working with the National Improvement Writing Programme</i> • <i>Close the Attainment Gap through robust instruction of mathematical vocabulary and develop approaches for Talk for Maths</i> • <i>Provide opportunities for pupils to achieve beyond the classroom</i> |

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| Our Leadership: Improvement priority: To improve monitoring and self-evaluation processes across the centre. | | | | | | |
| Rationale: The new quality improvement framework will be officially launched in September 2025 and will be used as the basis for our quality assurance calendar and processes. Feedback from our authority audit also identified that an enhanced approach to monitoring and self-evaluation would improve our service further. | | | | | | |
| NIF key drivers: | School & ELC leadership | | Teacher & practitioner professionalism | | School & ELC improvement | Performance information |
| QIF ELC: | Leadership and management of staff and resources CI | Staff skills, knowledge, values and deployment CI | Leadership of continuous improvement ES | Play and learning CI | Children's progress ES | Children experience high quality spaces CI |
| ESIP key priorities: | Y Teaching & Learning | | | Y Our Wellbeing | | Y Our attainment |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| <p>By June 2026, all (44) children will experience high quality interactions, spaces and experiences almost all of the time (confirmed in 9 of 10 monitoring records).</p> <p>By June 2026 all children will have made progress in their learning as a result of accessing a service, where quality assurance and improvement are led well (All children will have achieved a minimum of 2-3 next steps every term. Progress will be evident for all children using + function).</p> | A training session will be planned and facilitated to introduce the new quality improvement framework to staff. | | N/A | DM, DM | Training evaluations Monitoring and self-evaluation records and reviews. | September 25 / April 26 Termly |
| | Self-evaluation will form part of the monthly meeting cycle, to enable staff to become familiar with using the new framework and methodology. | | N/A | FG, DM, DM | Meeting calendar Self-evaluation records and reviews | Monthly |
| | Staff will use illustrations to identify features of good practice and areas for improvement across the centre. All actions will be reviewed, and progress monitored. | | | | Monitoring records and reviews Playroom Evaluation Toolkit | Termly |
| | A monitoring calendar will be agreed with staff and fully implemented, including all aspects of the service that require to be monitored. The calendar will link to the new QIF. | | N/A | FG, DM, DM | Monitoring calendar Monitoring records and reviews | August 2025 Termly |
| | Feedback from all audits/monitoring will be shared with staff timeously and further improvements tracked through monitoring of reviews. | | N/A | FG, DM, DM, MT, KH | Minutes of staff meetings Monitoring records and reviews Professional discussions Face review records | Monthly Termly Termly Annually |

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| | <p>Staff, parents/carers and children will all be involved in identifying the key features of 'An Excellent Experience'.</p> <p>Regular playroom monitoring will be carried out and feedback shared with staff, using the Playroom Evaluation Toolkit, 'Excellent Experience' and new framework as a benchmark.</p> | N/A | SLT | <p>Monitoring records and reviews</p> <p>EAC monitoring and tracking tool</p> <p>Children's individual achieved NS</p> <p>Children's individual observations (narrative will capture progress).</p> | <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> |
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| Teaching and Learning Together: Improvement priority: to enhance numeracy and mathematical learning through literacy and communication skills | | | | | | | | |
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| Rationale – It was evident from data gathered in June 25 (Learning Journals) that children transitioning to school had achieved an average of 36% (green) 27% (amber)of literacy-based numeracy outcomes which had been identified in Improvement Plan 2024-2025. The work to develop communication and literacy skills has had a positive impact on children and that this could be a vehicle for developing numeracy and mathematics confidence in children and their families. | | | | | | | | |
| NIF key drivers: | Curriculum & assessment | | Parent/carer involvement & engagement | | Teacher & practitioner professionalism | | School & ELC improvement | |
| QIF ELC: | Play and learning CI | Curriculum ES | Learning, teaching and assessment ES | | Wellbeing, inclusion and equality ES | Children's progress ES | Staff skills, knowledge, values and deployment CI | |
| ESIP key priorities: | Y Our Leadership | | | | N Our Wellbeing | | Y Our attainment | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | | PEF | Who | Measures | | Review/milestones |
| By June 2026 all children transitioning to school will have made progress across the identified numeracy milestones and almost all children transitioning to P1 Mainstream will make good progress in their numeracy development. All children transitioning to school will be rated amber (all) and/or green (almost all children transitioning to P1 Mainstream) on the eight identified milestones (amber confirms children are making good progress/green confirms the skill has been achieved). | Staff will agree on the four(Early level)/ two (0-3 progression pathways) numeracy milestones (termly) to focus on. These will be selected from the EAC monitoring and tracking tool (12 in total - Early) (0-3 years). | | | N/A | FG, DM, DM | EAC monitoring and tracking tool Staff meeting minutes (reports of progress) | | Termly Termly |
| | All Staff will track children’s numeracy development in line with our tracking and monitoring calendar. Professional discussions will take place termly and used to plan targeted intervention for children at risk of not attaining the identified numeracy milestones. | | | N/A | FG, DM, DM | EAC monitoring and tracking tool Intervention group plans (monitoring) Records of staff pace and challenge meetings | | Termly Termly Termly |
| | The intentional planning will include a numeracy focus within each cycle. Experiences will be planned indoors and out to develop children’s confidence in maths skills, problem solving, developing a sense of the world, thinking creatively and building resilience. Our playroom evaluation toolkit will be used to improve the environment further. | | | N/A | DM, DM, MT, KH, SK | Planning records Numeracy coverage tracker Planning monitoring SLT observations of experiences, interactions and spaces | | Termly Termly Termly Termly Biannually |

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| All children will make progress across the breadth of the numeracy outcomes (data will be pulled using + function in Nov 25 and May 26). | Home link resources will be developed with an aim of enhancing the home learning environment. These resources will focus on developing key numeracy skills and link to children's individual next steps. | N/A | MT, KH, LK, SK | Children's individual achieved next steps (NS) Progress captured in children's individual observations Parent/carer evaluations | Termly Termly Termly |
| | Staff will facilitate parent/carer workshops to raise awareness of the importance of early numeracy experiences within the home and beyond. | N/A | MT, KH, LK, SK | Parent/carer surveys Parent/carer contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS | Biannually Biannually Termly Termly |
| | Staff will plan termly stay and play sessions over the academic year with a focus on providing fun, stimulating numeracy experiences for children and parents/carers. | N/A | MT, KH, LK, SK | Parent/carer surveys Parent/carer contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS | Biannually Biannually Termly Termly |
| | Staff complete Education Scotland Numeracy training (3-5) Numeracy Lead will participate in the Numeracy and maths CLPL Talk for Maths pilot Identifying CLPL for developing early numeracy and maths skills for 0-3 year olds | N/A | All staff SK, RM | Training records Staff evaluations | Termly |

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| Our Wellbeing and Belonging: Improvement priority: To embed the nurture principles across all aspects of service provision and ensure all our stakeholders understand our approaches to developing relationships embedded in our establishment values. | | | | | | |
| Rationale – As an area of high deprivation, poor adult mental health is a concern in the local area. As an establishment, we recognise the importance of supporting our youngest children to manage their emotions and develop strategies for self-regulation that will provide them with lifelong strategies for their emotional wellbeing. We have been recognised for good practice in capturing the voice of the children when developing their relationships plans. We recognise this needs to be incorporated into a refreshed Relationships policy, in line with East Ayrshire’s refreshed Relationships framework and work with our parents so that they understand our approach to developing respectful relationships and how we recognise the voice of the child. | | | | | | |
| NIF key drivers: | Teacher & practitioner professionalism | | School & ELC improvement | | Curriculum & assessment | |
| QIF ELC: | Staff skills, knowledge, values and deployment CI | Children experience high quality spaces CI | Nurturing care and support CI | | Wellbeing, inclusion and equality ES | Leadership and management of staff and resources CI |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our attainment | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| By June 2026, the health and wellbeing of all children will improve by providing a fully inclusive and nurturing environment. Evidence within self-evaluation records will capture the impact of changes/improvements on outcomes for children. All children transitioning to school will have achieved 90% of the tracked health and wellbeing outcomes/wellbeing outcomes by June 2026. | Staff will foster trusting, loving relationships with children, to help support children to feel safe and secure. Relationships will remain a focus within all playroom monitoring and feedback shared with staff to secure this action. | | N/A | FG, DM, DM | SLT observations of spaces, interactions and experiences – evaluate against our playroom evaluation toolkit. Termly observation of children settling. | Termly Termly |
| | Develop an induction training plan for new members of staff, with a focus on communication friendly practice and the six nurture principles, building on knowledge and skills within the team. Refresher training will be facilitated throughout the academic year if needed in response to ongoing monitoring. | | N/A | DM, DM, MT, KH HWB Lead FG | Evidence from playroom monitoring will be used to confirm the impact on learners. | October 25/ April 26 Termly |

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| <p>All children (44) will make progress across the HWB outcomes (data will be pulled using + function in Nov 25 and May 26).</p> <p>All children (44) will confidently separate from their parents/carers almost all of the time.</p> | <p>A respectful relationships policy will be created to support consistent practice across the centre. This policy will be shared with parents and reviewed throughout the academic year to measure engagement in procedures and practices outlined. Threaded through this policy, will be 'Voice of the Child' and the Relationships plans which have been developed. Observations will confirm that all staff are using effective strategies/approaches to support children to regulate.</p> | N/A | HT DM | <p>Respectful relationships policy</p> <p>Policy reviews</p> <p>SLT observations of interactions</p> <p>Notifications</p> <p>Relationships Plans</p> | <p>October 2025</p> <p>Termly</p> <p>Termly</p> <p>Biannually</p> |
| | <p>Parent engagement group established to develop a shared understanding of our values in practice and how these inform our relationships policy and practice. Outcomes of these sessions will be shared through various platforms to support parents who are unable to attend.</p> | N/A | MT, KH, AH, LK | <p>Progress evident in children's individual MY plans, personal plans and assessments.</p> <p>Leuven scale observations</p> | <p>Termly</p> <p>Termly</p> |

| Our Attainment, Destinations and Achievements: To develop tracking and monitoring processes that have a positive impact on children's learning | | | | | | |
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| Rationale – Work has been completed at an authority level to develop approaches to monitoring and tracking, as an establishment we need to develop our own processes to ensure our tracking and monitoring processes have impact on children's progress. | | | | | | |
| NIF key drivers: | Curriculum & assessment | | Parent/carer involvement & engagement | | School & ELC improvement | |
| QIF ELC: | Play and learning CI | Learning, teaching and assessment ES | Nurturing care and support CI | Wellbeing, inclusion and equality ES | Children's progress ES | Staff skills, knowledge, values and deployment CI |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our Wellbeing | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| <p>By June 2026 all children (44) will have made progress in their learning. All children will have achieved a minimum of 2-3 next steps each term. Progress over time will be evident for all children when using the + function.</p> <p>By June 2026 progress will be evident within all My Plans and Teaching Talking assessments.</p> | An inclusive approach to learning and teaching will be embedded within the ECC, underpinned by our Playroom Evaluation Toolkit. Practice will be monitored against expectations agreed. | | N/A | FG, DM, DM | Playroom Evaluation Toolkit Monitoring and reviews EAC monitoring and tracking tool Children's individual next steps | October 2025 October 2025 October 2025 Termly Termly Termly |
| | Group work programmes will include all children and not only those at risk of not attaining. Experiences will be differentiated, ensuring appropriate targeted support and challenge is provided for all children based on their needs and interests. EAC monitoring and tracking tool (Early level/0-3 progression pathways) will be used to measure progress and feedback shared with staff to influence further planning. Data will be used to measure success, over time. | | N/A | MT, KH, AH, SK | Cohort tracking Planning monitoring Group planning monitoring EAC monitoring and tracking tool Children's individual next steps | Termly Termly Termly Termly Termly |
| | Develop approaches to moderation using the EAC monitoring and tracking progression pathways (Early level/0-3 years) that shares standards and expectations for monitoring and tracking | | N/A | FG, DM, DM | Cohort tracking Planning monitoring Group planning monitoring EAC monitoring and tracking tool Children's individual next steps Professional Discussions Moderation meeting minutes | Termly |

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| | <p>I CAN assessments will be used by staff when concerns are noted with child/ren's speech and language development. Teacher Talking assessments will be used by staff when there are concerns about children's development. Assessment information will then be used to plan targeted support and share information with parents/carers and other professionals. Teaching Talking assessments will be reviewed to monitor progress and measure the impact of support provided.</p> | N/A | <p>AH, All ELCPs DM, DM</p> | <p>I CAN assessments Teaching Talking assessments My Plans</p> | <p>Termly Biannually.</p> |
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| Our Leadership | Teaching and Learning Together |
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| <ul style="list-style-type: none"> • <i>Create a training plan based on self-evaluation and FACE Time conversations</i> • <i>Develop self-evaluation approaches using the new Shared Quality Improvement Framework</i> • <i>Develop Quality Assurance processes using the Playroom Evaluation Toolkit</i> • <i>Develop a calendar for professional discussions of monitoring and tracking of children and the outcome of the Playroom Evaluation Toolkit</i> • <i>Consolidate approaches to capturing the Voice of the Child in planning and evaluating learning</i> | <ul style="list-style-type: none"> • <i>Work with parents to encourage them to engage with the child's Learning Journal.</i> • <i>Parental Engagement Sessions about the development of mathematical vocabulary and communication.</i> • <i>Develop learning of numeracy and mathematics using books</i> • <i>Develop access to digital technology to enhance numeracy and mathematics experiences.</i> • <i>Develop the numeracy and mathematics strands outlined in our curriculum rationale – confidence in maths skills, problem solve, develop a sense of the world, think creatively and build resilience</i> • <i>Monitor and track pupils' progress through literacy and numeracy targets.</i> • <i>Staff CLPL in early Numeracy and Maths</i> |
| Our wellbeing and belonging | Our Attainment, Destinations and Achievements |
| <ul style="list-style-type: none"> • <i>Provide a fully inclusive and nurturing environment and work with families to understand the principles of nurture.</i> • <i>Develop universal approaches to nurture in line with our Relationships policy</i> • <i>Complete Keeping the Promise training to support Care Experienced children.</i> • <i>Monitor and track pupils' progress through health and wellbeing targets.</i> | <ul style="list-style-type: none"> • <i>Monitor and track pupils' progress through literacy, numeracy and health and wellbeing targets.</i> • <i>Through regular professional discussions, identify targeted interventions to support children to develop their skills across the curriculum.</i> |