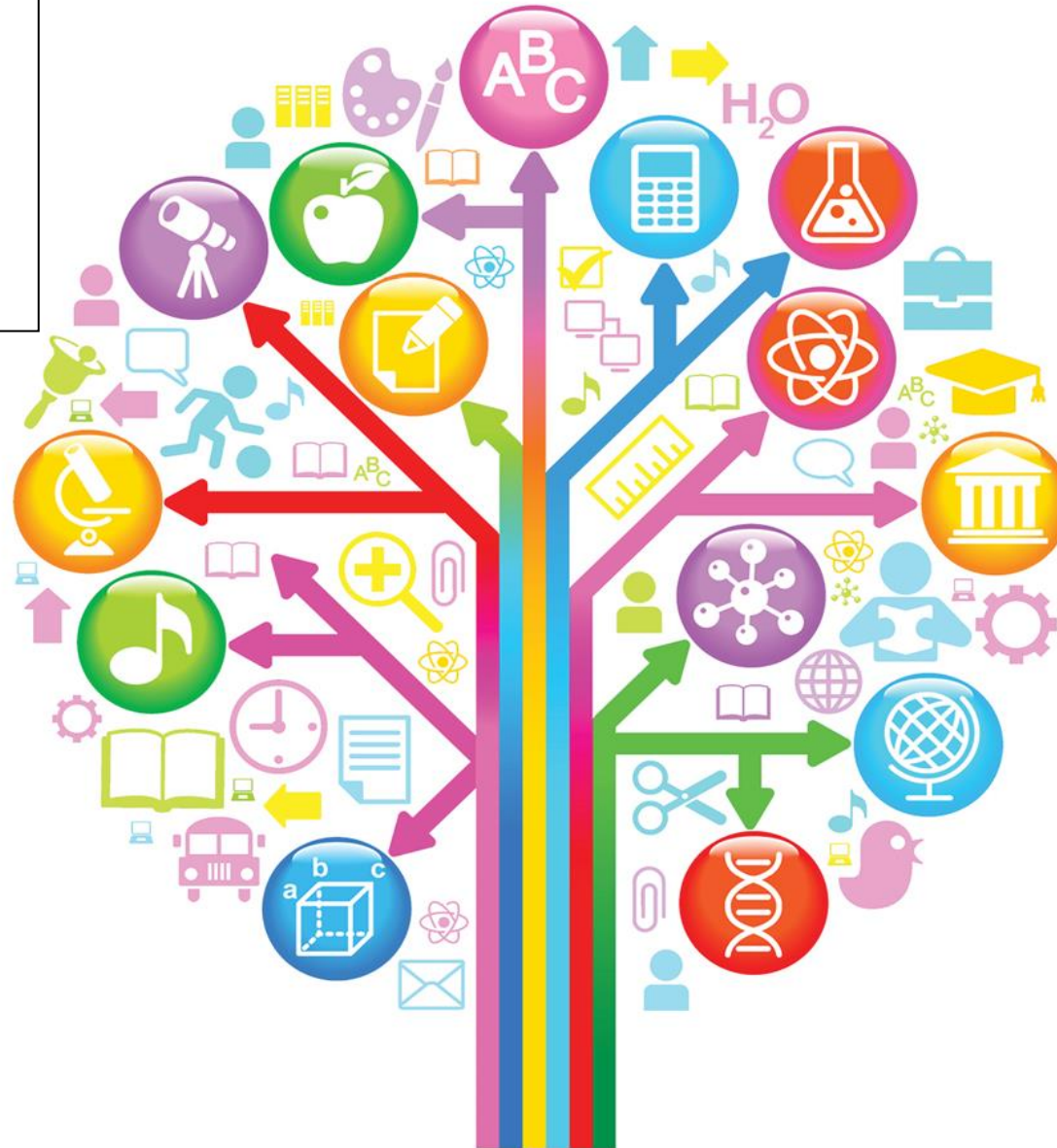


Bellsbank PS and ECC



Establishment Context

Bellsbank Primary School & Early Childhood Centre is located in the Bellsbank area which lies next to the village of Dalmellington, located in the Doon Valley. Dalmellington is a small rural village with a history of weaving and mining. Bellsbank has an identity all its own and the school is the focal point for amenities in the area, with few other amenities within the local area. There is a community facility within the school building which is accessed by all ages of the community from the creche which is located within our ECC to a range of activities for adults. Children from the school can join some of the community-based activities – including sewing and line dancing. A group of senior pupils worked with the sewing group to create fouter blankets, designed to support those suffering with dementia. These were donated to a local Care Home. This was recognised at authority level as the East Ayrshire Youth Intergenerational Award was awarded to the sewing group. Children are able to access various different community classes to build relationships in the community and develop new skills.

Our roll for session 2024-25 was 106 pupils – 55 boys and 45 girls. 96% of pupils in SIMD 1&2 and 4% in SIMD 3&4. 57% of pupils were in receipt of free school meals and 69% of pupils were recorded on our ASN log. There are 4 care experienced children. An ELCP and a CA were employed through PEF to support P1-3 (ELCP) and P4-7 (CA). The school offers a breakfast club which is attended by 24% of the school population at least once a week.

Our Early Childhood Centre provided 1140 hours childcare for 3- & 4-year-olds, with a working capacity of 50. 57 children were registered in session 2024-2025. There is provision for 2–3-year-olds. There are 2 Depute Heads, 2, SELCP, 1 Excellence and Equity Lead (part-time), 3 ELCPS in the Explorers Room (10 children), 3 ELCPS in the Discoverers room (10 children) and 4 ELCPS in the Inventors room. Bellsbank ECC is a Family Centre with strong links to the community. The centre comprises of 3 playrooms, Explorers (0-2), Discoverers (2-3) and Inventors (3-5). We pride ourselves on our nurturing, reciprocal relationships we have with our children and families which often continue long after they have moved on.

As a Centre we have adapted to offering 1140hrs to early learning and childcare to the families within our local community therefore in 2020 we were granted a change to our Care Inspectorate registration which allowed us to make the best use of space across the centre to accommodate children 0-5. This was again updated in Nov 2023 to reflect the needs of the wider Doon Valley community. The extended hours have offered us the opportunity to contemplate how we support children to deepen and broaden their learning by ensuring that they have the right space, time, experiences, and interactions that meets their needs. This means that we must be aware of their stage of development and recognise parents as the child's first and main teacher and caregiver.

In session 2020-21 we adapted provision to allow younger 2-year-olds to start/remain for longer in the Explorers room where experiences are more relaxed and nurturing. This is very much an exploratory stage which is very important in the earliest years. It followed we were then able to offer our younger 3-year-olds quieter transition though the Discoverers Room, which supported our ethos of supporting children's wellbeing and creating fun learning experiences that meet individual children's needs.

The European Commission working group on Early Childhood Education and Care (ECEC) explains that each child is unique, who with the right support and encouragement, are capable of being an expert in their own learning and able to reach their potential. Children come to us already curious, efficient, and distinct learners, who wants to interact and develop with others. (European Commission, 2014)

Practitioners within the Centre recognise that children have their own method and speed of development and through a balanced approach which takes account of children's interests and life experiences they are able to offer spontaneous and planned activities which support the child's progression. Practitioners support children to embed skills and knowledge at a pace that suits each individual.

Ensuring that experiences and interactions match with the child's learning needs we are able to offer consistent support to children which promotes wellbeing, fun and learning throughout the Centre, also children are able to access suitable experiences whichever room they attend for their stage of development.

The school was last inspected in November 2019

The outcome was

1.3 Leadership of change – satisfactory

2.3 Learning, teaching and assessment – satisfactory

3.1 Ensuring wellbeing, equality and inclusion – satisfactory

3.2 Raising attainment and achievement - satisfactory

In May 2022, the ECC was inspected by the Care Inspectorate.

The outcome was:

Care and support – 5

Environment – 5

Staffing – 4

Management and Leadership – 4

A local authority audit of the Early Childhood Centre took place in March 2025.

In February 2024, the school received an authority learning visit. Strengths identified were:

- The relationships throughout the school are strong, respectful and caring.
- Whole school nurture is fully embedded and evident throughout the school.
- The Senior Leadership Team know the school and are clear on its progression. It was also acknowledged that they are a strong support for the whole school community.
- The Depute Head Teacher has developed ASN procedures which give a comprehensive view of the progress and supports each child is or has received. This approach should be shared with colleagues beyond the school.
- The Quality Assurance procedures are rigorous, clear and impact on the quality of learning and teaching.

Required actions were:

- The school has made significant steps in policy development and the next step should be to reflect this work in an up-to-date Curriculum Rationale.
- Given the recent history of Bellsbank Primary this is now an opportune time to revisit the schools' vision and values.
- The Head Teacher and Depute Head Teacher will further develop leadership roles and responsibilities for staff consistently across the school to maximise improvement.
- There needs to be a development of pupil voice within the overall school and opportunities to shape and lead their own learning.
- The ASN procedures are a strength within the school but require a clear rationale for the school's approach needs to be established, a clear plan to ensure its sustainability and staff need to be kept up to date with current protocols and procedures.

The school have worked with CYPIC on the National Improving Writing Programme.

The school have engaged with SWEIC Enhancing Mathematical Practice Sessions

The ECC have worked with CYPIC on a Communication Friendly Project.

Every class has had the opportunity to share the learning with parents invited in each term. This has included a session to introduce the new classroom; Christmas Stay and Craft and World Book Day Tea and Tales where parents came to read with their Children. Children participated in a Christmas Show; Burns Supper (P7); Scottish Celebration and Bellsbank's Got Talent. The school choir also performed out with the school at the Christmas Fayre and at the Ayrshire Fiddle Orchestra concert as part of the Doon Valley Choir.

The School Parent Council have agreed their constitution and met throughout the session to plan fundraising events; grant applications and held their first school disco at Easter. They have also represented the Parent

Forum when discussing the refreshed Vision, Values and Aims as well as consulting on the wording of the new Attendance policy.

In the ECC, a parent council is established, and they meet regularly. Our School Parent Council has established itself to represent the parent forum as well as to fundraise and organise events for the pupils.

Our improvement priorities demonstrate our commitment to raise attainment and ensure every child reaches their potential, regardless of social circumstances or additional needs.

Priorities for Session 2025-2026 in the school

- **Develop pupil agency and staff agency through promoting UNCRC and developing a professional learning framework**
- **Develop Bellsbank's Curriculum and the rationale that underpins it.**
- **Develop Bellsbank's relationship policy to embed nurturing, inclusive strategies in school, in classes and in the playground**
- **Provide opportunities for children to raise their attainment and achieve success in literacy, numeracy and health and wellbeing**

Priorities for Session 2025-2026 in the ECC

- **To improve monitoring and self-evaluation across the ECC**
- **To enhance numeracy and mathematical learning through literacy and communication skills**
- **To embed the nurture principles across all aspects of service provision and ensure all our stakeholders understand our approaches to developing positive values that are embedded in our establishment values.**
- **To develop tracking and monitoring processes across the ECC**



Our Aims

01

Provide challenging and inspiring opportunities that enable our children to maximise their potential in life.

02

Provide a safe, secure and nurturing learning environment.

03

Provide high quality learning experiences that engage children fully in their learning.

04

Provide a well-planned and progressive curriculum that meets the needs of all children.

05

Value and develop strong trusting relationships with parents from an early stage.

06

Develop a sense of pride which has a positive impact on our community.

Education Service Improvement Plan 1: Our Leadership

We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.

Education Service Improvement Plan Priority 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.

Education Service Improvement Plan Priority 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.

Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority Vision, Values, Aims <ul style="list-style-type: none"> <i>All children's voices will be listened to and acted on to develop their full participation in school life.</i> <i>All learners will develop their knowledge and skills through a creative and innovative curriculum which develops children's understanding of local and global issues.</i> <i>All learners will participate in high quality learning experiences across the totality of the curriculum.</i> <i>We will improve parent confidence, knowledge and understanding in supporting their child's learning</i> 	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.
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Our Leadership

Teaching and Learning Together

Our Attainment, Destinations and Achievements

Progress and Impact	Within this Improvement Plan priority, the focus for the school and ECC was to refresh our Vision, Values and Aims; develop robust approaches to gathering pupil voice and developing processes to build capacity in all stakeholders of Bellsbank Primary School and Early Childhood Centre.		
	Vision, Values Aims		
	<p>What did you do? Who was involved?</p> <p>Vision, Values and Aims</p> <p>Both the school and ECC planned to refresh their vision, values and aims. We decided that we would develop a shared vision, values and aims across the 2 sectors.</p> <p>Pupils</p> <p>During Pupil Voice Assembly Circles, P4-7 were asked to select the values they thought were the most important to us. P1-3 children were asked to draw the people they liked spending time with and which words they would use to describe those people.</p> <p>ECC children were asked to draw their favourite people and what they liked about</p>	<p>What was measured?</p> <p>Vision, Values and Aims</p> <p>Pupils</p> <div><p>” P1-3 Who do you like spending time with and what words would you use to describe them.</p><p>😊 Happy, honest, including, responsible, kind, friendship, helping, sharing, fairness, fun</p><p>★ P4-7 Which of the values feel most important to me?</p><p>😊 Feeling safe, being responsible, family, being kind, friendship, having fun</p></div> <p>Staff</p>	<p>What was the impact? What evidence do you have?</p> <p>Vision, Values and Aims</p> <p>Our establishment vision and values are visible in our school and ECC through Bella, Banksy and Parent displays. The VVA aims reflect our younger children. They have more focus with a smaller number of values, relevant to our setting and community.</p> <p>Our ECC have incorporated the VVA into their curriculum rationale.</p> <p>The VVA are referred to at every school assembly. The themes around the school values are explored at class assemblies.</p> <p>Our Values are discussed as lived values at assemblies and our weekly certificates promote discussion of how the values of kindness, respect and aspiration are lived in our school.</p>

them, and these words were recorded for children.

Parents and Partners

A menti code was shared with parents to gather their views.

An online FORMs questionnaire was shared with partners in the school and ECC to generate their views. We shared some of the mentis we had created with staff and pupils to help parents with ideas for the school values.

Staff

Staff also completed the menti and they completed a brainstorming activity to identify where we wanted our school and ECC to be in 5 years.

All the consultation that we had done was discussed in a focus group which was represented by each other playrooms, ECC Deputes and Seniors, School SLT, Teachers and PSAs to discuss. We decided on "Believe and Encourage Love and Learning for All" with the school values of Respect, Kindness and Aspiration. We created the characters of Bella and Bansky to help children develop a connection to the VVA. Once this was complete, it was discussed with the pupil and parent councils for feedback before it was shared with the whole establishment.

Pupil Voice

Pupil Voice Assemblies take place every month. The focus of these assemblies is to

Join all mentimeter users code: 21 67 63 6
 What values would you hope the children of Bellsbank PS and ECC leave having developed?
 66 responses



Parents and Carers

What values would you like your child to develop during their time at Bellsbank PS and ECC?



Pupil Voice

I get the chance to share my views about how the school is improving.




PATHS lessons also incorporate the themes of kindness, respect and aspiration.

Within classes, all teachers discuss the school values with the pupils to demonstrate how the values are lived.

Pupil Voice

Almost all children say they have a chance to share their views at least some of the time.

<p>support school self-evaluation and to give pupils the opportunity to share their views.</p> <p>Voice of the Child has been developed in the ECC and has been shared as an example of good practice within EAST Ayrshire</p> <p>Pupil Committees</p> <p>Pupil committees were re-established. All P2-P7 pupils have been part of a pupil group. Pupil Groups meet every second Monday. The groups have consisted of</p> <ul style="list-style-type: none"> • Digital Leaders • Eco Committee • Health and Wellbeing • Inclusive Schools • Pupil Council • Rights Respecting Team 	<p>Green = most of the time Orange = some of the time Red = not at all</p> <p>Pupil Committees</p> <p>Feedback from pupil groups</p> <p>Digital Leaders – discussion with groups and PowerPoint of achievements</p> <p>Eco Committee – evidence submitted for Clean Green Award</p> <p>Health and Wellbeing - discussion with groups and PowerPoint of achievements/photos on Learning Journals</p> <p>Inclusive Schools</p> <p>Pupil Council</p> <p>PB Funding Voting</p> <div data-bbox="712 995 1400 1362"> <p>Bellsbank PS Participatory Budgeting 2025</p>  <p>■ Cooking Classes ■ Sports Equipment ■ School trips ■ Swimming 226 ■ Drama club ■ Lego/K'nex</p> </div>	<p>Relationship plans are being created for identified children which focus staff and ensure consistency of responses this is incorporating the child's views.</p> <p>The children's voice in planning has resulted in children being more engaged in their learning.</p> <p>Pupil Committees</p> <p>Digital leaders participated in technology day at Doon Academy and organised a technology afternoon for the whole school and trained Dalmellington P7s to lead their own technology afternoon.</p> <p>The Eco Committee have achieved the Green Flag award. The school have participated in East Ayrshire wide initiatives such as Power Down challenge and Shoot to Saturn. 2 pupils attended the Climate Conference to represent the school.</p> <p>One of our pupils won the Caddy of the Month competition</p> <p>The eco committee take responsibility for class recycling every week</p> <p>The health and wellbeing group organised a wellbeing walk in the local community. They worked on their own health and wellbeing strategies</p> <p>The inclusive schools group organised a No Pens Day for the whole school and have had a key role in organising the inclusive resources.</p> <p>The pupil council ran a participatory funding voting event to allocate funds from PEF to mitigate against the cost of the school day. They also had a vote for our newly established school houses.</p>
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Pupil Leadership

Pupil Leadership was established in the school with a progression for 2nd level learners.

P5 and P6 B's Buddies training in term 4
P6 Chat Buddies with new P1

P7 Prefects

For B's Buddies and Prefects, pupils completed an application form and undertook an interview with school staff Chat Buddies once trained have been supporting new P1s since February 2025.

Curriculum Rationale - ECC

The ECC have refreshed their curriculum rationale. The Curriculum Wall display feeds into everyday practice.

Staff have attended moderation sessions in numeracy and listening and talking.

School House Vote

1. Which category would you like to choose for our school house names?



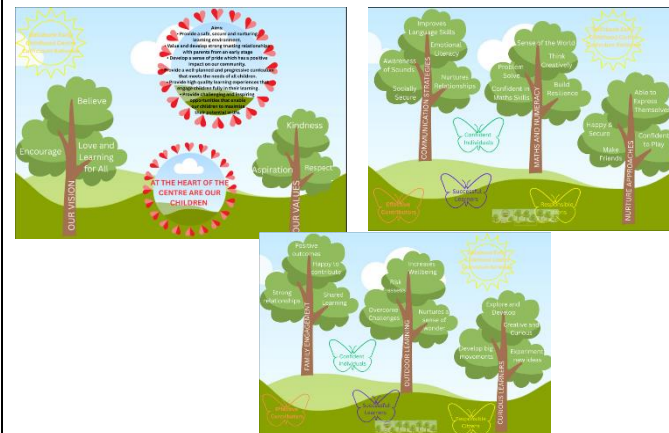
Pupil Leadership

30 pupils were trained in B's Buddies. 12 out of the 30 children applied for the role.

11 out of 13 pupils applied for the P7 prefect role.

All P7s have led the discussion groups at Assembly Circles.
Prefects gave feedback on their experiences

Curriculum Rationale - ECC



Pupil Leadership

House Captain role worked well. They agreed it was tricky keeping some of the children engaged at assembly, but they agreed that the morning might be a better time.

A clear timetable needs to be put in place to ensure everyone can get a chance their jobs.

Curriculum Rationale - ECC

The Curriculum Wall display feeds into everyday practice. This has also been developed into our Playroom Evaluation Toolkit.

In the ECC, focus has been on the sustainability of resources and paper recycling. Hallowe'en costumes were recycled as were ECC sweatshirt the children have grown out of. Work has been done to reduce food waste with bread and fruit being given home to families at the end of the week. The Inventors room, children have developed the habit of turning the lights out when they leave.

Curriculum Development - School

Learning for Sustainability has been developed through learning experiences in the ECC

Opportunities to develop the curriculum through learning for sustainability, STEM and the World of Work have been developed within each class as it has arisen within topics.

All P6/7 pupils participated in the National Robotarium Transition Event in Doon Academy. They built upon this learning by organising a digital learning event for all children in the school using digital resources borrowed from the Central Learning Library.

All teachers participated in professional learning event from the Science Centre. Whole school trip to the Science Centre in Glasgow.

Rights Respecting School

Evidence has been gathered to reaccredit at Bronze. Whole school and class charters created. The Rights Respecting Schools policy has been updated. A presentation to

Curriculum Development – School

15. I feel more confident using computers and ipads.



18. I learn about the world of work.



19. I have opportunities to take my learning outdoors.



20. I learn in my local community.



Rights Respecting School

Pupil and parent questionnaires

16. I can give examples of children's rights



Curriculum Development - School

Most pupils are confident using digital technology some of the time; the majority are confident most of the time.

Almost all pupils agree they learn about the world of work some of the time; the majority agree most of the time.

Almost all pupils agree they learn in the outdoors some of the time; a minority said they take their learning outdoors some of the time.

Almost all pupils say they learn in their local community some of the time; a minority said they do this most of the time.



All children participated in digital learning using resources from the leading library led by P6/7 pupils.

All staff participated in CLPL led by Glasgow Science Centre. These lessons were taught during term 4 and pupils had the opportunity to visit the Science Centre.




Rights Respecting School

Almost all children can give examples of rights some of the time; a minority can so this most of the time. This will be developed further.

	<p>parents was delivered at a sharing the learning session.</p> <p>Building Capacity</p> <p>Quality Assurance</p> <p>Quality Assurance calendars were reviewed in both the school and ECC. The school developed a lesson evaluation toolkit, which has been used for 3 SLT lesson observations and 1 peer observation. In the ECC a playroom evaluation toolkit has been developed in collaboration with all staff.</p> <p>In conjunction with the Lesson Evaluation Toolkit, the use of HGIOURS has been a focus for discussions with pupils about their learning experiences.</p> <p>Parent Council</p> <p>The Parent Council has been established with a refreshed constitution. There have been 4 parent council meetings this session. They have secured funding through windfarm grants for the P7 residential. They have run an Easter School disco. The parent council have consulted on our refreshed VVA and our attendance policy.</p> <p>Practitioner Enquiry</p> <p>All teaching staff participated in a Critical Collaborative Profession Enquiry to develop</p>	<p>Building Capacity</p> <p>Quality Assurance</p> <p>All teachers have completed 3 SLT professional discussions based on the lesson evaluation toolkit</p> <p>All ELCPs contributed to discussions about the content of the playroom evaluation toolkit 4 children from each class for each lesson have participated in HGIOURS discussions for each lesson observations</p> <p>Parent Council</p> <p>4 meetings have been attended with most parent council members attending all meetings.</p> <p>Practitioner Enquiry</p> <p>All staff feedback that undertaking the CCPE process had helped them meet parts of the Standard for Full Registration e.g.2.12, 2.14 and 3.3.</p>	<p>Staff in the ECC have been reflecting on participation and this has introduced the language of rights.</p> <p>Building Capacity</p> <p>Quality Assurance</p> <p>Completed by all school staff with next steps agreed to be taken forward.</p> <p>Completed Lesson Evaluation Toolkits</p> <p>Playroom Evaluation Toolkits proforma to be trialled before the summer</p> <p>Completed Pupil conversation sheets</p> <p>Parent Council</p> <p>They have secured funding through windfarm grants for the P7 residential. They have run an Easter School disco. The parent council have consulted on our refreshed VVA and our attendance policy.</p> <p>Practitioner Enquiry</p> <p>Teacher comments about the impact of CCPE</p>
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<p>approaches to feedback; differentiation and questioning.</p>	<p>They also feedback they would rather complete this as a full staff group, but it was split between those who wanted a full session focus or split between terms.</p> <p>They indicated they would prefer a curriculum focus next session as this may be more relevant for our school.</p>	<p>It allowed me to stop in my teaching and take time to address the underlying issue and dig a little deeper into why pupils were unable to do something that we, as teachers may take for granted. It allowed me to restructure my literacy input to focus much more on listening and talking and being much more explicit in their teachings at early level. It made me think about the importance of play and conversations and highlight to me the lack of communication with those children who have limited experiences.</p> <p>We included a lot more explicit teaching of listening and talking to ensure they had taught the skills explicitly. Myself and the other member of staff in the room modelled TV talk a lot more and demonstrated quality listening, talking and conversations. These sessions allowed me to gain insight into how others were structuring their feedback sessions in writing particularly with working with infants. I enjoyed linking my writing feedback to the writing targets and the children now know that they must check what target they are working towards before every writing lesson making my feedback more valuable. Feedback is more valuable. Children are referring back to feedback and slight changes are being made and improved on within their work.</p>
<p>Moderation</p> <p>Moderation of Numeracy was completed with the Education Group. Planning Session October 2024 Discussion of Evidence December 2024</p> <p>Second level moderation of numeracy May 2025</p> <p>Second level moderation of writing May 2025</p>	<p>Moderation</p> <p>Levels were broadly approved each way (primary to secondary; secondary to primary). Secondary colleagues advised that certain Second Level pieces of work could certainly be assessed as satisfying Third Level criteria, and so they could take confidence in tracking pupils as such in these cases. It was also agreed that it is however useful that tracking data following primary pupils from primary to secondary should carry transparent signals for secondary colleagues: i.e. 'top' primary pupils are likely to be tracked as around 3.2 (2S), pupils who cope with the demands of the curriculum with limited support, 3.1 (2B) etc. And so, in spite of the confidence taken from the</p>	<p>Moderation</p> <p>Questions raised through moderation sessions were evident during monitoring and tracking conversation which took place in TP2 for Numeracy and at TP 3 for Second level numeracy and writing</p> <p>More children have been assessed at exceeding following the moderation session.</p>

	<p>Whole school moderation of writing P1-6 with view to look at children who may be exceeding the level.</p> <p>In the ECC, champion roles have been developed to help build capacity.</p>	<p>session, it is helpful for secondary colleagues if this is understood at both ends.</p> <p>Discussions have taken place with other ECCs and P1 teachers have been valuable in agreeing what we are looking for.</p> <p>Learning Journals</p> <p>Parent Feedback</p>	<p>There has been more engagement from parents with home links. The frequency of activities has encouraged more parents to participate.</p>
Next Steps	<ul style="list-style-type: none"> • Continue to embed VVA • Focus on using the characters of Bella and Banksy to make the values 'lived' for the children • Use transition form for 'from home to school' • Nurture modules with EP • Pupil Lesson Evaluation Toolkit in line with the Lesson Evaluation Toolkit • Parent Council Meeting Calendar • Develop teacher and pupil capacity using Chrome books to access learning tools on Glow • Project Based Learning • UNCRC • Meta skills • Whole school professional enquiry linked to curriculum • Staff consultation around Curriculum Rationale – development in School; embedding in ECC 		

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority Pupil and Parent Engagement <ul style="list-style-type: none">80% of children will attend at least 90% of the timeAll children feel safe and motivated at school with a passion for learning and a drive to succeedWe will support parent confidence, knowledge and understanding in supporting their child’s learning	Education Service Improvement Plan Priority 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.	
Teaching and Learning Together			
Our Leadership			
Our Wellbeing and belonging			
Progress and Impact	What did you do? Who was involved?	What was measured?	What was the impact? What evidence do you have?
	Communication friendly environment School All classes make use of a visual timetable. Resources are labelled in a communication friendly way. Displays have been changed to neutral colours to be more calming for children. Staff are making use of limiting the lighting in the class as it can be quite harsh. The Communication Friendly working party have developed a Classroom Environment Checklist which has been shared for staff to be used next session. The first learning walk in session 2025-2026 will take account of this checklist. ECC In the ECC, staff have continued to build on good Communication Friendly practice by consolidating their communication friendly environment. Engaging in the work with CYPIC has supported this work and encouraged staff to use improvement science to	Communication friendly environment School 9. My classroom has a visual timetable and symbols to help me find what I need. <div><div><div>Green30</div><div>Orange14</div><div>Red2</div></div><div></div></div> <p>Circle Inclusive Classroom Scale</p> ECC ECC – Voice of the Child Sharing the Learning Session Voice of the child project - link to Bellsbank sharing of good practice materials	Communication friendly environment School Almost all children in P4-7 agree that they have a visual timetable and symbols to support them some of the time. The majority indicated this happens all of the time. Most of the children on the ASN log will refer to the visual timetable when they discuss what they use in class to help them. Children’s communication styles are supported through interactions and labelling. Progress has been in children engaging with home links. ECC The Communication Champion protected time is showing impact on outcomes for children. The ECC was asked to share the good practice they had in developing the Voice of the Child.

	<p>support this work. Staff shared their learning at an East Ayrshire online event</p> <p>Communication Friendly CLPL and implement universally and in targeted approaches School</p> <p>2 teachers within the school have been trained to use Talking Mats to gain insight into the views of the child. The Depute Head Teacher was part of the accreditation team to award Communication Friendly Status to another East Ayrshire establishment. Next year's P1 teacher has attended the P1 Autism CLPL event in May 2025 to further develop and understanding of how communication friendly approaches can support children with a barrier in learning.</p> <p>ECC</p> <p>SALT interventions Collegiate work with SALT, use of SALT helpline inc. Stammer line, Parent and child sessions</p> <p>A monthly drop in event has been held for parents in the ECC to share communication friendly strategies.</p>	<p>Communication Friendly CLPL and implement universally and in targeted approaches School</p> <p>In school talking mats have been used to gain insight into 2 P7 learner's views about their enhanced transition to secondary school.</p> <p>Talking mats have been used throughout the session to gain the views of a pupil who is selectively mute. A pack to carry our restorative conversations has also been developed.</p> <p>P3 – 4 pupils P4 – 4 pupils P5 – 1 pupil P6 – 1 pupil P7 – 2 pupils</p> <p>ECC</p> <p>The Wee Wednesday groups have reached 22 families with 27 children in total attending on average 5 adults and 6 children attend to a weekly basis.</p> <p>Bookbug sessions: each room has had 3 sessions throughout the year Inventors room: 18 parents with 22 children presents (on average) Discoverers room: all parents attended Explorers room: 8 parents attended of 10.</p>	<p>Communication Friendly CLPL and implement universally and in targeted approaches School</p> <p>The 2 P7s were able to articulate their worries about transition, and this informed the planning of their enhanced transition.</p> <p>The pupil who is selectively mute was able to share some of the areas he finds tricky in school – where there is more chance of dysregulated behaviour.</p> <p>ECC</p> <p>There has been good attendance at different groups with evidence of parents taking on information. Bookbug sessions have been well attended. Feedback from Wee Wednesday group is positive. Parents are feeling supported by staff and other parents.</p>
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	<p>Supportive Learning Approaches, Adult interaction Styles and Nurturing Approaches have been a key focus for SLT observations in classrooms and playrooms.</p> <p>School staff have developed a lesson evaluation toolkit to support lesson observations as part of the quality assurance calendar. This focuses on 3 areas of classroom practice: lesson structure; key principles and learning environment. SLT and teachers traffic light the toolkit after an observation before a professional discussion takes place.</p> <p>Alongside this school staff have undertaken a Communication Friendly Classroom audit to identify areas of strength and areas for development</p> <p>ECC staff have developed a playroom evaluation toolkit based on the 3 strands of Realising the Ambition – Spaces, Interactions and Experiences.</p> <p>Learning Journals to engage parents</p> <p>In the school, Learning Journals was introduced following feedback from parents and carers regarding communication from the school.</p> <p>Teachers aimed to upload 2 stories per week to showcase children's learning.</p> <p>This has also provided an additional means of sharing news with parents instead of relying solely on the app.</p>	<p>Friday's PEEP session has reached a total of 6 families with 3 on average attending.</p> <p>Supportive Learning Approaches, Adult interaction Styles and Nurturing Approaches have been a key focus for SLT observations in classrooms and playrooms.</p> <p>Evidence from lesson observations have shown that much of the learning environment aspect of the toolkit is rated green by both SLT and teachers. This includes relationships, high expectations, management, and behaviour.</p> <p>The Communication Friendly audit showed that adult interaction styles and nurturing interactions were scored green. Supportive learning approaches were scored yellow and green.</p> <p>The playroom evaluation toolkit referred to nurturing, communication approaches in all 3 aspects of Realising the Ambition</p> <p>Learning Journals to engage parents</p> <p>We have tracked parents accessing the Learning Journals.</p> <p>We have tracked that teachers are regularly uploading stories and that they are showcasing a range of areas of the curriculum.</p>	<p>Supportive Learning Approaches, Adult interaction Styles and Nurturing Approaches have been a key focus for SLT observations in classrooms and playrooms.</p> <p>The toolkit gives all staff a clear expectation of communication friendly approaches. This has also been shared with student teachers as it gives clear guidance of the expectation of learning and teaching in the school.</p> <p>The audit has shown us the areas that we need to work on to ensure our children experience communication friendly environments.</p> <p>Clear expectations have been shared with all staff about the quality of provision that is expected at Bellsbank ECC.</p> <p>Learning Journals to engage parents</p> <p>Most parents have accessed Learning Journals in the past month in the school.</p> <p>Most teachers have posted 2 stories per week over the session in the school</p> <p>All parents agreed that they receive regular feedback; the majority strongly agree.</p>
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In both the school and ECC, staff have worked with parents to ensure all parents can access the information about their children.

Universal Programmes to develop Social and Emotional Learning

In school, we have introduced the PATHS programme to help develop social and emotional learning. Initially staff introduced pupil of the day in all classes. They started by teaching the introductory lessons. The DHT has modelled 2 PATHS lessons throughout the session and these 2 lessons have been followed up by a one-to-one coaching session about the implementation of the programme. The learning from the PATHS programme has been consolidated through whole school assemblies where the social and emotional themes are explored and linked to our school values. In term 4 we have been working on compliments for the wider staff team to make sure all stake holders understand the purpose of PATHS. All P5/6 pupils participated in B's Buddy training to become a playground helper and to help children in the playground use their PATHS strategies such as 'doing turtle' or using 'the 3 steps for calming down'.

13. I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles



14. The information I receive about how my child is doing reaches me at the right time



Universal Programmes to develop Social and Emotional Learning

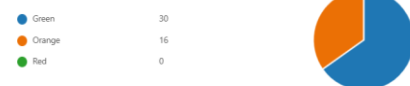
We asked parents about how they felt their children's emotional wellbeing was supported

11. The school supports my child's emotional wellbeing



We asked pupils what aspects of PATHS they had experienced.

12. I have been learning about PATHS



Most parents agree they get the information they need at the right time. Although a minority disagree which has been explored further and this linked to not being able to access the website at the time.

Universal Programmes to develop Social and Emotional Learning

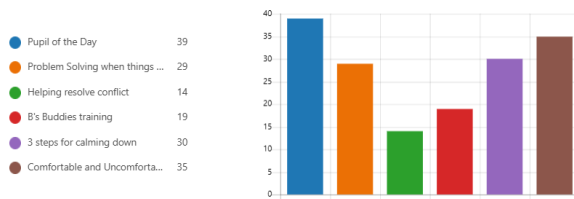
In school, most parents agreed that their children's emotional wellbeing was supported.

All children said that they experienced PATHS at least some of the time; with the majority saying that this happens regularly.

Pupil of the Day is the area of PATHS most adhered to.

B's Buddies training was lower as only 2 stages participated (P5 and P6). Following the training, 11 out of 30 children submitted an application and attended an interview.

Helping resolve conflict was scored lowest and this will be an area for development as we develop children's understanding of green, orange, and red problems.

	<p>Wellbeing Planning and Assessment</p> <p>All children had a wellbeing web completed in August and January. Areas of concern were highlighted to the leadership team, who acted upon these concerns. The Glasgow Motivational and Wellbeing profile was carried out in October and May.</p> <p>The May assessment has been carried out in a more focused way for the children who have attended the wellbeing group sessions.</p> <p>All teaching staff have been trained in the use of the regulation tracker. We have identified 1 pupil to track using this tool, but this is an action which will be continued into next session.</p> <p>Wellbeing Groups were established based on information we had around additional support needs. Initially these were based on BOXALL assessments, but we realised that we needed to be more responsive to the changing needs of the children, so we decided to use the data gathered from the GMWP assessment.</p> <p>HT and DHT have updated ASN processes to ensure that all learners with ASN are identified early and</p>	<p>13. Tick all the things you've done as part of PATHS</p>  <table><tr><th>Activity</th><th>Count</th></tr><tr><td>Pupil of the Day</td><td>39</td></tr><tr><td>Problem Solving when things ...</td><td>29</td></tr><tr><td>Helping resolve conflict</td><td>14</td></tr><tr><td>B's Buddies training</td><td>19</td></tr><tr><td>3 steps for calming down</td><td>30</td></tr><tr><td>Comfortable and Uncomforta...</td><td>35</td></tr></table> <p>SLT completed a learning walk where the focus was fidelity to the PATHS programme.</p> <p>Wellbeing Planning and Assessment</p> <p>Analysing the data from the assessment in November and May, allows us to focus on any improvements or where results have not been as successful</p> <p>P1/2 – increase in May across all areas in particular affiliation</p> <p>P2/3 – decrease in all areas except affiliation which has seen a huge increase</p> <p>P4/5 – increase in affiliation and healthy and safe remained the same</p> <p>P5/6 – affiliation and agency have improved; healthy and safe and autonomy have shown slight decrease</p> <p>P6/7 – improvement in all areas</p> <p>Data from GMWP BOXALLs Wellbeing Webs My plan targets met GIRFEC paperwork EAC Contextualised Assessment for Care Experienced pupils Getting to know our Learners assessment</p>	Activity	Count	Pupil of the Day	39	Problem Solving when things ...	29	Helping resolve conflict	14	B's Buddies training	19	3 steps for calming down	30	Comfortable and Uncomforta...	35	<p>Wellbeing Planning and Assessment</p> <p>The data we have gathered allowed for class lesson and activities to be planned after the November assessment to develop areas that were low. Across the school the assessment for affiliation was low so through assemblies and the setting up of the house system we tried to address this area. Some children in P2/3 have needed a significant amount of support to support their emotional wellbeing and this is reflected in this data.</p> <p>Almost all pupils who attended the wellbeing groups, said that they had enjoyed the wellbeing groups and they found it difficult when they were cancelled for any reason.</p> <p>ASN log has been updated to reflect the coding issued by EAC and Seemis to ensure consistency across the school and with other establishments. ASN files are accessible to teaching staff and annotation of plans are encouraged to ease review. Parents are attending ASN review meetings and have a greater understanding of the supports that are in place to support their child and how they can support</p>
Activity	Count																
Pupil of the Day	39																
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receive appropriate support and that there is a consistent approach throughout the school and ECC. HT and DHT have participated in EAC Inclusive Leaders programme and worked alongside colleagues from other establishments to feedback to the authority improvements for ASN procedures in coming session. 'My Targets' overview pages have been shared with parents. These streamlined documents allow parents to gain a clear understanding of their child's ASN targets and how we are making positive changes to reach these. Staff have engaged with ASN review through evaluation of 'My Targets' documentation.

Wellbeing Policy Review and Development School

The Attendance policy has been reviewed in line with IEI 1 and 2. This was completed in consultation with parents and carers, who advised on the wording of the letters and the flow chart process. A flow chart has been created to show the steps to be taken to maximise children's attendance.

As part of the regulation training delivered by the Educational Psychologist to school staff, the themes of IEI 3 around restraint and seclusion were discussed as a staff team. The language of restraint and seclusion was discussed and clarified thinking about the context of the school. There was also an input from the EAST behaviour team around relational practice. We used a solution focused process to create a plan for the development of our relationships policy. We have created pupil passports for children who need support to regulate themselves on a regular basis. These form the basis of our relationships and inclusion policy

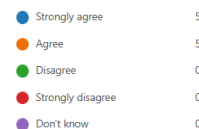
Wellbeing Policy Review and Development School

Attendance statistics for each tracking period

Pupil Attendance Review Period	Average Attendance
2 7/10/24 - 22/11/24	90.9%
3 25/11/24 - 17/01/25	91.2%
4 20/01/25 - 28/02/25	90.8%
5 03/03/25 - 25/04/25	90.4%
6 28/04/25 - 6/6/25	

Parents' Views of staff pupil relationships

4. Staff treat my child fairly and with respect




Pupils' views

them at home. Review minutes are taken which incorporate parent and pupil voice. Staff are taking further ownership of pupil ASN targets

Wellbeing Policy Review and Development School

Although our overall attendance is over 90% for tracking periods 2-5, there are still a significant number of children with attendance below 90%. We had set the target of 80% attending at least 90% of the time. The rate for this session is 72% of children attending 90%. This is an area to continue to be monitored and for the school to work with parents to identify the barriers to non-attendance and work to minimise these.

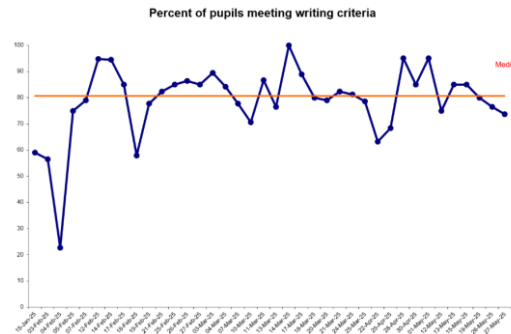
All the parents who responded to the questionnaire agreed that staff treat the children fairly and with respect.

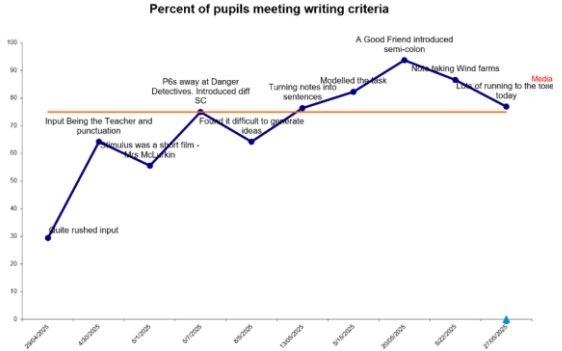
	<p>which to provide universal guidance but also specific guidance for some children who require it.</p> <p>In the ECC a relationships policy has been developed to support the children in all 3 rooms.</p> <p>ECC</p> <p>A staff wellbeing policy is being developed in the ECC.</p> <p>CLPL</p> <p>Almost all staff have undertaken professional learning as part of the 'Keeping the Promise' Award Programme. This has refreshed the understanding of the nurture principles and ACEs as welling as developing a greater understanding of how to support care experienced learners.</p> <p>Participatory Funding</p> <p>The pupil council ran a participatory budgeting event to allocate £1000 of PEF funds to projects which would help minimise the cost of the school day.</p> <p>The vote was held during the parents' evening in March to ensure as many parents as possible had the opportunity to vote; pupils and staff also voted. The outcome was the funding is for swimming lessons and trips.</p>	<p>6. Staff treat me fairly and with respect</p> <table><tr><td>Agree</td><td>38</td></tr><tr><td>Disagree</td><td>3</td></tr><tr><td>Don't know</td><td>3</td></tr></table>  <p>ECC</p> <p>Relationships Plans GIREFEC paperwork Voice of the child project - link to Bellsbank sharing of good practice materials Staff wellbeing questionnaire</p> <p>CLPL</p> <p>10 out of 13 teachers/PSAs within the school have been trained in Keeping the Promise. With a further 2 members of staff set to have completed the training before the end of the session.</p> <p>Participatory Funding</p> <p>All pupils; All staff; most parents voted in the PB funding</p>	Agree	38	Disagree	3	Don't know	3	<p>Most pupils in P4-7 agreed that staff treat them fairly and respect. Working with the children on their pupil passports should give all children the opportunity to feel they are treated fairly and with respect.</p> <p>ECC</p> <p>Relationships and safety plans have been developed to support children’s individual needs. A solution focused approach has been taken to help develop the relationships and safety plans. A first draft of this policy has been completed, and staff consultation has been completed.</p> <p>CLPL</p> <p>Staff have an understanding of the responsibilities under The Promise and what we need to do as “good parents” to ensure the best for our care experienced learners. The themes covered in the Promise training have been incorporated into our updated Relationships and Inclusion policy.</p> <p>Participatory Funding</p> <p>Voting for swimming lessons will ensure all P4-7 children have a block of 6 lessons and the P1-3 will be able to afford transport to take their learning out with the local area.</p> <p>During the work completed with the Pupil Council, a Cost of the School Day statement has been developed to help guide the school and the work that we do to minimise the cost of the school day for parents.</p>
Agree	38								
Disagree	3								
Don't know	3								

Next Steps	<ul style="list-style-type: none"> • Circle Framework – learning environment • Ongoing development of GIREFEC paperwork • Homelink on Journals • Regulation tracker • Introduce attendance assessment – fund name? • Embed relationships and inclusion policy – pupil passports • ECC relationships policy reviewed • Staff wellbeing policy reviewed 		

Improvement Priority (Expressed as outcomes for learners)	Improvement Priority Raising Achievement in Literacy and Numeracy <ul style="list-style-type: none">All children’s attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7.Improve children’s attainment in writing at P4 from 64% to 79% by June 2025 (2 additional children who are not on track will be on track)	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.																																																															
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Our Leadership																																																																	
Teaching and Learning Together																																																																	
Progress and Impact	What did you do? Who was involved?		What was measured?			What was the impact? What evidence do you have?																																																											
	<p>Robust assessment and intervention approaches</p> <p>In the school, we modified our timetable for completing the SNSA assessments. This was completed by P4 and P7 in November and P1 in February. This allowed us to identify children who were potentially not going to achieve their level by the end of session. We used this to identify interventions to help boost the children identified. This diagnostic use of the SNSA helped teachers understand where gaps in learning existed for individuals as well as groups and classes.</p> <p>In the school, tracking and monitoring processes were strengthened using termly professional discussions between SLT and teachers. During these discussions children who were on track/off track were discussed and supports put in place. Clear actions for class teachers and SLT were identified. These meetings were followed by SLT meetings to identify allocation of resources to help meet identify actions and raise</p>	<p>Robust assessment and intervention approaches</p> <p>SNSA results and Monitoring and Tracking tool</p> <table><tr><th>Stage</th><th>Curricular Area</th><th>SNSA Exceeding</th><th>SNSA on track</th><th>SNSA not on track</th><th>Achieved the level</th><th>Number of pupils</th></tr><tr><td>P1</td><td>Literacy</td><td>42%</td><td>21%</td><td>40%</td><td>60%</td><td>As expect</td></tr><tr><td>P1</td><td>Numeracy</td><td>56%</td><td>21%</td><td>21%</td><td>60%</td><td>17%</td></tr><tr><td>P4</td><td>Reading</td><td>30%</td><td>30%</td><td>40%</td><td>68%</td><td>1.6</td></tr><tr><td>P4</td><td>Writing</td><td>30%</td><td>30%</td><td>40%</td><td>63%</td><td>0.6</td></tr><tr><td>P4</td><td>Numeracy</td><td>10%</td><td>35%</td><td>50%</td><td>60%</td><td>2</td></tr><tr><td>P7</td><td>Reading</td><td>31%</td><td>23%</td><td>46%</td><td>69%</td><td>2</td></tr><tr><td>P7</td><td>Writing</td><td>46%</td><td>8%</td><td>46%</td><td>69%</td><td>2</td></tr><tr><td>P7</td><td>Numeracy</td><td>54%</td><td>23%</td><td>23%</td><td>62%</td><td>15%</td></tr></table> <p>Record of professional discussion</p> <p>Traffic lighting of actions from monitoring and tracking meetings.</p> <p>Monitoring and Tracking Tool</p> <p>SLT meeting minutes</p> <p>Record of professional discussion</p> <p>Venn diagrams – showing where children could be exceeding their current levels of attainment</p>	Stage	Curricular Area	SNSA Exceeding	SNSA on track	SNSA not on track	Achieved the level	Number of pupils	P1	Literacy	42%	21%	40%	60%	As expect	P1	Numeracy	56%	21%	21%	60%	17%	P4	Reading	30%	30%	40%	68%	1.6	P4	Writing	30%	30%	40%	63%	0.6	P4	Numeracy	10%	35%	50%	60%	2	P7	Reading	31%	23%	46%	69%	2	P7	Writing	46%	8%	46%	69%	2	P7	Numeracy	54%	23%	23%	62%	15%
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	<p>attainment. We started to look at pupils who could be identified as potentially exceeding in the level.</p> <p>In the ECC, tracking and monitoring systems were reviewed.</p> <p>The Communication Champion worked closely to refer children to Speech and Language Therapy, work closely with SLT, and share information with parents.</p> <p>White Rose Maths information was shared with staff.</p> <p>Most key workers from ECC joined HT and P1 teacher for baseline tracking in September to ensure appropriate targets were set for the P1 children</p> <p>A programme of literacy/numeracy interventions were introduced to raise attainment.</p> <p>EAST teacher</p> <p>Boost groups</p> <p>5-minute box</p> <p>Literacy and Numeracy Curriculum Development</p> <p>In school, all staff undertook Oracy training to understand different approaches for different stages of development throughout primary. All staff were introduced to a variety of listening and talking assessment tools this session</p> <p>Children are developing their listening and talking skills through Circle assemblies (P4-7)</p> <p>In the ECC, the Teaching Children to Listen resource has been used to help children understand what good listening looks like.</p>	<p>ICAN trackers</p> <p>Teaching Talking assessments</p> <p>Monitoring and Tracking Tool</p> <p>Monitoring and Tracking tool</p> <p>Record of professional discussion</p> <p>Monitoring and Tracking tool</p> <p>Children's targets</p> <p>Spelling and reading ages</p> <p>Literacy and Numeracy Curriculum Development</p> <p>Staff and pupil self-evaluation</p> <p>Monitoring and Tracking Tool</p> <p>Moderation activities</p> <p>Observations</p>	<p>Children's communication skills are more developed. Communication friendly Practice has been incorporated into our Playroom evaluation Toolkit.</p> <p>There was a lot of agreement around assessment judgements between ECC staff and P1 staff and some sharing of practice.</p> <p>Literacy and Numeracy Curriculum Development</p> <p>Listening and talking attainment has increased at all stages.</p> <p>The P7 Circle Assembly leaders have stated they feel more confident leading the group discussions during Circle Assemblies.</p> <p>Staff observations have shown that the children show some understanding of the concepts being developed. Most children are assessed having met in full or partially the using positional language outcome</p>
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<p>All school and ECC staff carried out a moderation activity where they brought evidence of children’s listening and talking assessment and discussed children’s levels of attainment.</p> <p>In the ECC, staff undertook Storytelling CLPL, and this has been a focus for key worker observations.</p> <p>The Inventors have focused on planning key concepts linked to early mathematical language</p> <p>National Improving Writing Programme</p> <p>The Head Teacher and P4/5 teacher attended the in person and online sessions from January 2025 until June 2025.</p> <p>2 classes undertook baseline assessments.</p> <p>We used Pareto charts, Run charts and the Fishbone tool.</p> <p>The Fishbone tool has been used to identify change ideas for 1 pupil.</p> <p>We created a measurable stretch aim. Measurable teaching aims were developed using the Pareto chart.</p> <p>We gathered feedback from pupils about writing.</p> <p>The full writing bundle was implemented, and lessons were planned to ensure it could be implemented.</p> <p>Data was measured over time using a run chart.</p>	<p>Moderation paperwork Learning Journal observations Teachers’ assessments</p> <p>Learning Journals Observations Staff self-evaluation</p> <p>Learning Journals Observations Staff self-evaluation</p> <p>National Improving Writing Programme</p> <p>ACEL data - writing</p> <table><tr><td></td><td>Achieving</td><td>Not achieving</td></tr><tr><td>P4</td><td>63%</td><td>37%</td></tr><tr><td>P5</td><td>79%</td><td>21%</td></tr><tr><td>P6</td><td>71%</td><td>29%</td></tr></table> <p>P4/5 Run Chart</p>  <p>P5/6 Run Chart</p>		Achieving	Not achieving	P4	63%	37%	P5	79%	21%	P6	71%	29%	<p>All staff have a clearer understanding about how to plan and assess listening and talking experiences.</p> <p>Children have been transferring their knowledge to other areas of their play, retelling stories, and recreating them in their own way. The majority of children in the Inventors room are meeting story telling targets or are making progress to meeting them.</p> <p>Further maths training- ABC videos.</p> <p>National Improving Writing Programme</p> <ul style="list-style-type: none">Pupil voice (qualitative feedback).Staff voice (qualitative feedback).ACEL data indicates that 63% of P4 pupils achieved First level. One pupil achieved who was not projected to. Both P5 and P6 are achieving beyond 70% <p>The stretch aim was By June 2025 72% (16/22) of P4/5 Pupils will have achieved First Level Writing Outcomes (Baseline 4%). Outcome: By June 2025 68% (15/22) of P4/5 pupils achieved First Level Writing Outcomes Teaching Aims have been met by June 2025</p> <p>Teaching Aims: By 17th March 2025 72% (16/22) of P4/5 pupils will correctly punctuate* at least 3 sentences within pieces of independent writing (baseline 57%).* <i>using capital letters and full stops</i></p> <p>By 30th May 2025 72% (16/22) of P4/5 pupils will write at least 4 sentences using 2 different conjunctions* (baseline 45%). * <i>and, but, because so etc.</i></p>
	Achieving	Not achieving												
P4	63%	37%												
P5	79%	21%												
P6	71%	29%												

	<p>A Quality Improvement poster was created</p> <p>HT and the Attainment Advisor carried out lesson observations.</p> <p>Writing pieces were moderated with another school in the Education Group.</p> <p>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</p> <p>A lead teacher has attended the online sessions for the SWEIC Sharing Pedagogies to enhance Mathematical Practice in the BGE.</p> <p>She has engaged with the reading in preparation for the sessions and worked with a Focus Group to develop a glossary of mathematical vocabulary to be discreetly taught with a focus on building confidence and raising attainment in numeracy and maths. She also attended an Oracy in Numeracy and Maths training day which has helped inform these plans.</p> <p>She has been helping to plan an approach specifically for P6-S2 learners.</p>	 <p>Pupil voice (qualitative feedback). Staff voice (qualitative feedback). Children’s evidence of writing – learning across the curriculum. NWIP Poster</p> <p>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</p> <p>Meeting minutes</p> <p>Glossary</p>	<ul style="list-style-type: none"> • Run charts demonstrating pupil improvement gains and journey. • Copy of Pareto chart. • QI posters highlighting journey, impact, and learning. • Photographs of writing before vs after implementation. • Session feedback (data over time demonstrating increase in QI knowledge, confidence, and application). <p>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</p> <p>This approach will be developed into a priority for learning for next session developing Talk for Maths approaches</p>
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Next Steps	<ul style="list-style-type: none"> • SOFA assessments for the end of year judgements • ECC continue to develop how we use the monitoring and tracking system on Learning Journals • Continue to develop listening and talking approaches • Develop ways for staff to gather children's stories and revisit them to build on them • Further maths training- ABC videos. – link into the Talk for Maths work with Primary • NIWP Spread programme across school by other teachers joining Cohort 4 (provide classes and number of teachers). • Apply QI methodology to another curricular area. • Attend national online networks that are offered in 2024/2025. 30/09/2024 – Continue the Conversation. <p>23/01/2025 - Continue the Conversation.</p> <p>25/03/2025 – National Moderation.</p> <ul style="list-style-type: none"> • 		

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Pupil Equity Fund: Evaluation											
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty					What evidence do you have of positive impact? Outline the data that supports your findings.					
ELCP in P1	The ELCP has been able to support a group of children who are following individual milestones and are working at early level/pre-early level. This has allowed the P1 children who have been following the P1 curriculum to make progress at Early level while the children following an early level curriculum focused on fine motor skills, communication, and wellbeing to develop the skills they need for formal education. A further group of 4 children have been supported through Wellbeing Work. These are children who have been identified as having additional needs based on their family background. One of these children is care experienced.					The 3 children following early milestones account for 20% of the cohort Of the other 12 children, 9 have achieved early level (75%); the other 3 have made progress with 1 on track to achieve by TP1 3 out of the 4 children who attend Wellbeing Group supported by the ELCP have shown progress in their GMWP assessment					
PSA support across the whole school	There has been a Core PSA (18 hours) absent since January 2025, so PEF has been used to cover these hours universally. PSAs undertook a few different interventions EAL – 3 pupils have been supported in their health and wellbeing through weekly check-ins with a PSA who speaks their first language. They look forward to this time and share any worries or concerns with the PSA. This has helped the SLT plan supports for them beyond their EAL needs. Working Memory A PSA supported 2 pupils in working memory. One pupil (P3) is now on track in all aspects of literacy and numeracy. Another pupil (P7) scored better in his SNSA assessment than expected but due to low attendance has not converted this into achieving 2 nd Level. 5-minute box					All 3 EAL pupils have shown an increase in their GMWP assessment. Analysing the Monitoring and Tracking Tool PSA Interventions					
			Reading End of Session Rating	Reading Teacher Judgeme nt	Writing End of Session Rating	Writing Teacher Judgeme nt	Listening & Talking End of Session Rating	Listening & Talking Teacher Judgeme nt	Numerac y End of Session Rating	Numerac y Teacher Judgeme nt	Health & Wellbein g End of Session Rating
EAL	P1	0.1	Not Yet Achieved Early Level	0.2	Not Yet Achieved Early Level	0.1	Not Yet Achieved Early Level	0.2	Not Yet Achieved Early Level	0.2	0.2
5 min box	P2	0.3	Early Level	1.1	Early Level	1.1	Early Level	1.1	Early Level	1.1	1.1
working memory	P3	1.2	Early Level	1.2	Early Level	1.2	Early Level	1.2	Early Level	1.2	1.2
numeracy	P3	1.2	Early Level	1.2	Early Level	1.2	Early Level	1.2	Early Level	1.2	1.2
numeracy	P3	1.1	Early Level	1.1	Early Level	1.2	Early Level	1.2	Early Level	1.2	1.2
5 min box	P4	1.1	Early Level	1.1	Early Level	1.3	First Level	1.1	Early Level	1.3	1.3
5 min box	P4	1.2	Early Level	1.2	Early Level	1.3	First Level	1.2	Early Level	1.3	1.3
typing	P4	1.3	First Level	1.2	Early Level	1.3	First Level	1.2	Early Level	1.3	1.3
EAL	P6	1.3	First Level	1.3	First Level	2.2	First Level	2.2	First Level	2.2	2.2
working memory	P7	1.3	First Level	1.3	First Level	2.1	First Level	1.2	Early Level	2.3	2.3
EAL	P7	1.2	Early Level	1.2	Early Level	1.2	Early Level	2.1	First Level	2.1	2.1

	<p>5-minute box has helped 1 P3 pupil be on track in learning and allowed another to make progress in reading to achieve 1.1 during TP1.</p> <p>Numeracy support has helped 2 pupils who were off track in their learning to now be on track in numeracy.</p> <p>Wellbeing</p> <p>All children are achieving listening and talking outcomes – wellbeing takes place in small group sessions where these skills can be built.</p>	<p>Wellbeing Groups – levels of attainment (all children are achieving listening and talking outcomes – wellbeing takes place in small group sessions where these skills can be built)</p> <table><tr><th>Stage</th><th>Reading Ei</th><th>Reading Ti</th><th>Writing Ei</th><th>Writing Te</th><th>Listening & Talking Ei</th><th>Listening & Talking Te</th><th>Numeracy Ei</th><th>Numeracy Te</th><th>Health & Wellbeing</th></tr><tr><td>P3</td><td>1.2 Early Leve</td><td>1.2 Early Leve</td><td>1.2 Early Leve</td><td>1.2 Early Leve</td><td>1.2 Early Leve</td><td>1.2 Early Leve</td><td>1.2 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Breakfast Club provision	<p>Breakfast Club is a before school provision. It provides children attending with a breakfast before the school day starts but also opportunities for socialisation and an opportunity for children to play together in the morning. It is an opportunity for school staff to monitor pupil wellbeing and identify children who may need some pastoral support at the start of the day. For children who find it difficult to make the transition between home and school, breakfast club supports this too.</p>	<table><tr><th>Category</th><th>Whole school</th><th>Breakfast club attendees</th></tr><tr><td>Average attendance</td><td>90.1%</td><td>92.5%</td></tr><tr><td>% pupils attending over 90%</td><td>72%</td><td>77%</td></tr></table> <p>Whole school attendance average is 90.1%</p> <p>Breakfast club attendees' attendance average is 92.5%</p> <p>72% of children in the school attend more than 90% of the time</p> <p>77% of children who attend breakfast club attend more than 90% of the time.</p>	Category	Whole school	Breakfast club attendees	Average attendance	90.1%	92.5%	% pupils attending over 90%	72%	77%																																																																																																																																																																																																																			
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Quality Indicator 3.2 Securing Children's Progress	4

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Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p>Vision, Values and Aims</p> <p>We have refreshed our vision, values and aims. We have coordinated the school and ECC vision, values and aims so that these are understood by all stakeholders within the establishment. We have also taken account of the fact that as a community facility, the classes for the wider community mean that there are learners in our building from 0-beyond school leaving age! We have developed mascots to help embody our vision and values – Bella and Banksy. Our vision and values are a focus for school assemblies to help our learners understand how our values are lived. Our house system is used to recognise children 'living' the school values.</p> <p>GTCS/SSSC Standards</p> <p>Teachers and Early Learning and Childcare Practitioners have focused on evaluating themselves against the GTCS/SSSC standards. This self-evaluation has been used to create a staff training plan (in the ECC) and personal development plans in the school and ECC. Reflection on the GTCS/SSSC standards is part of termly professional discussions and progress in the development plan is discussed and reviewed. As part of termly professional discussions, actions are identified for continued improvement in the classroom and the playroom.</p> <p>PRD/ FACE Time reviews</p> <p>Annual staff reviews take place through PRD/FACE time. Targets are discussed and actions are identified. During termly professional discussions, staff are asked to reflect on PRD/FACE time progress and further actions identified. This session staff have shared an element of their professional learning throughout our collegiate calendar. Staff will be encouraged to identify what they would like to share with their colleagues during the initial PRD meeting and ongoing reviews. A training plan has been created for Pupil Support Assistants following on from FACE Time reviews. A coaching approach is used to help staff develop an understanding of what their professional learning goals are.</p> <p>Teacher Leadership</p> <p>All teachers have an area of responsibility within the Improvement Plan. Leadership time is timetabled to allow teachers to take forward these improvements e.g. numeracy, literacy, modern languages, communication friendly schools, digital schools.</p> <p>Data Driven Dialogue</p> <p>Data Driven Dialogue was introduced this session. The process used our Improvement Plan priorities to focus the interaction with the school, demographic, performance, and perception data. We used this to create actions for our Improvement Plan. We used Simon Brakespear's Clarifying Canvas tool to examine these actions in more detail. This has allowed us to modify our priorities, develop our rationale for these priorities and develop our actions.</p> <p>Assembly Circles</p> <p>Pupil views and opinions are gathered in line with UNCRC Article 12 at Pupil Voice Assemblies. P7 children lead discussion groups with pupils from the rest of the school to plan and evaluate</p>

improvements.

Quality Assurance

There is a quality assurance calendar to monitor our progress on a regular basis. Teachers meet termly with SLT to discuss pupils' progress and to ensure appropriate pace and challenge. Regular feedback is given to teaching staff and ELCs during these discussions. This is used in connection with self-evaluation (HGIOS4, HGIOSEL, HGIOURS and the Care Inspectorate Quality Improvement Framework). A separate Quality Assurance calendar has been created for the ECC. In the school, we received an authority learning visit in February 2024. This has given us some actions to develop. In the ECC, we had an authority audit in March 2025.

Supervision Spaces

Staff have peer supervision sessions once a month. There are reflection questions to help start the sessions, but these are protected sessions for staff to discuss issues and concerns in their class.

Educational Psychologist

We have carried out a needs analysis of our ASN log to decide on future interventions which allows us to meet the needs of children while maximising our resources.

Critical Collaborative Professional Enquiry

Staff have been undertaking a book study "Power Up Your Pedagogy". This mode of professional learning will continue to be developed but expanded into a professional enquiry. Some of the themes from Power Up Your Pedagogy – feedback, questioning and adaptive teaching were developed as a focus for Critical Collaborative Professional Enquiry (CCPE). Materials from the Education Endowment Foundation were accessed and used as well as materials from the Leaders of Learning Programme. This was completed with staff from Dalmellington Primary School. An online FORM has been used to gather teacher's views on the impact of CCPE and how we use this form of practitioner enquiry moving forward. We have identified our curriculum as a focus for next sessions' practitioner enquiry.

Moderation

This session all staff have engaged in 1 cycles of numeracy moderation with the Education Group. This has involved having an initial planning session for numeracy then bringing evidence of learning to a follow up meeting in the first half of the year. In February, Bellsbank PS and ECC and Dalmellington PS and ECC undertook moderation of listening and talking. Prior to gathering teacher judgements in May, P7 teachers met at Doon Academy to look at evidence of numeracy and writing to moderate evidence. P1-6 teaching staff brought 2 pieces of evidence to moderate using materials provided by the Literacy Team. They focused on learners who were achieving as well as learners who could be exceeding the level. Next session, the Education Group will plan a moderation calendar, and the school calendar will be slotted into this.

Peer Observations

As part of the Quality Assurance Processes all staff were allocated a class to carry out peer observations. Teachers were allocated to classes with their learners for next year so that they can see good practice but also start to learn about their new learners for next session.

Improvement Science

Staff have undertaken CLPL which has enhanced their knowledge of Improvement Science. The Head Teacher and a class teacher have undertaken training in using pareto charts, run charts and fish bone tools to identify areas for improvement and how to measure these improvements. The ECC have engaged with CYPIC to further develop their communication friendly approaches.