

East  
Ayrshire  
Council  
Education  
Service  
Establishment:



Establishment  
Improvement  
Plan  
2025-26

<b>School Improvement Plan</b>	Drongan Primary School
<b>Head Teacher</b>	Sean Maddocks
<b>Date Submitted</b>	Submitted to Chief Education Officer on : June 2025

<p><b>School / Centre Vision and Values</b></p>	<div data-bbox="633 432 757 608"> </div> <p>In Drongan Primary School and Early Childhood Centre our <b>vision</b> for all is:</p> <div data-bbox="1848 432 2027 608"> </div> <p><b>To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the <u>best that we can be</u>.</b></p> <p>Within our school, ECC and local community, the shared values that we feel are important to instil in all are:</p> <p><b>Teamwork - Mutual Respect – Trust – Inclusion - Self-belief - Resilience</b></p> <div data-bbox="898 994 1787 1198"> <p><b>WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL</b></p> <p>Children's rights are learned, understood and lived in this school.</p> </div>
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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.

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

### **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>Various pupil committees including Pupil Council, Rights Respecting Schools, Inclusive Practice, Outdoor / ECO and Digital Leaders</p> <p>School leaders including Head / Depute boy and girl, P7 Prefects / Buddies and House / Vice Captain responsibilities in the senior school</p> <p>Pupil focus groups throughout the session focusing on aspects of the improvement plan as well as HGIOS / HGIOURS quality indicators</p> <p>Home circle citizenship assemblies and committee afternoons</p> <p>Daily conversations between children and SLT focusing on wellbeing indicators and values</p> <p>Pupil wellbeing questionnaire's focusing on the wellbeing indicators throughout the year</p> <p>Whole school interactive wellbeing wheel</p> <p>Glow forms focusing on relevant school issues</p>	<p>Engagement with Parent Council</p> <p>Curriculum open afternoons / sharing learning sessions</p> <p>Information sessions</p> <p>Parent curriculum workshops</p> <p>Glow forms / surveys relating to school issues</p> <p>Parents' Evening feedback</p> <p>SIP consultation</p> <p>Breakfast blethers</p> <p>Parent / child play events</p> <p>HT attends Community Council and Community Association meetings</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:
<b>1: Our Leadership</b>	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.	<b>Priorities for 2023-26:</b> <ol style="list-style-type: none"> <li>1. Our children and young people feel respected, listened to and influence change</li> <li>2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people</li> <li>3. Our children and young people feel safe</li> <li>4. Our children and young people have the best start in life</li> <li>5. Our children and young people's mental health is improving</li> </ol>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Wellbeing</li> <li>• Fairness</li> <li>• Sustainability</li> </ul> <b>Action areas</b> <ol style="list-style-type: none"> <li>1. Youth voice and participation</li> <li>2. Lifelong learning and skills development</li> <li>3. Empowering communities</li> <li>4. Wellbeing and inclusion</li> </ol>
<b>2: Teaching and Learning Together</b>	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.		
<b>3: Our Wellbeing and Belonging</b>	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.		
<b>4: Our Attainment, Destinations and Achievements</b>	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: Provide increased opportunities for pupils and staff members to have a meaningful voice and contribute to the change and improvement process.**

**Rationale –**

**86% of pupils state that they play an important part in the life of the school and contribute to the change process. In Drongan Primary School we would like to increase this percentage to ensure that all children are provided with the opportunity to contribute to the life of the school.**

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	School & ELC improvement		Select driver
HGIOS4 QIs:	1.2	1.3	1.4	2.2	3.3	Select QI
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
Increase the percentage of pupils who feel that they play an important part in the life of the school and contribute to aspects of school improvement by 5pp from 86% to 91%.	<ul style="list-style-type: none"> <li>Pupils will be chosen to form Pupil Committees</li> <li>Pupil Committee afternoons will take place twice per term</li> <li>Pupil Committees will present at assemblies and displays created demonstrating work undertaken</li> <li>Home Circle assemblies will take place on a regular basis and when Pupil Committee afternoons are held</li> <li>Pupil focus groups as part of learning observations</li> <li>All staff will be allocated a Pupil Committee to support</li> <li>Pre survey undertaken with all pupils to establish how much of a voice they feel that they have</li> <li>Post survey to be completed and analysed to determine impact</li> </ul>			DHT DLT CTs SLT  SLT  SLT  CTs Cas  HT  HT	<ul style="list-style-type: none"> <li>Pupil Committees will be formed</li> <li>Committee afternoons will have taken place</li> <li>Committees will have presented at whole school assemblies</li> <li>Home Circle assemblies will have taken place</li> <li>Pupil Focus Group feedback will be evaluated</li> <li>Staff members will work on Pupil Committees</li> <li>Pupil Survey feedback will demonstrate pupils feel that they have increased voice</li> </ul>	Termly



**Teaching and Learning Together: Improvement priority: Improve the quality of teaching and learning experiences in Literacy (Writing) to improve attainment in Writing.**

**Rationale –**  
Current P3 cohort's writing projected attainment of 77% suggested that they would benefit from the National Improving Writing Programme. Self-evaluation has highlighted IDL as an area of focus.

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment		Performance information		Select driver
HGIOS4 QIs:	2.3	2.2	3.2		1.2	1.3	Select QI
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI
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
Increase current P3 cohort's attainment in writing by 6pp from 77% to 83% by June 2026.	<ul style="list-style-type: none"> <li>Participation at the CYPIC National Improving Writing (NIW) sessions                             <ul style="list-style-type: none"> <li>2 x 2-hour session for member of school management team</li> <li>2 full days (in person)</li> <li>5 x 2-hour twilights (virtual)</li> <li>2 optional sessions (virtual) (2.1 + 2.2.)</li> </ul> </li> <li>Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work (4.2)</li> <li>Staff will implement the 'writing bundle':</li> <li>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</li> </ul>				P4 teaching staff and HT  CYPIC National Improving Writing team  EA leads  D. McMahon, S. Rae, L. Bull	<ul style="list-style-type: none"> <li>Pre and Post pupil questionnaires (1.4)</li> <li>Regular teacher polls on impact of learning from the NIW programme.</li> <li>Pareto chart to identify focus for teaching inputs – baseline assessment (4.1)</li> <li>Stretch Aim (June 26) for Writing attainment for class (4.1)</li> <li>2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus. (4.1)</li> <li>Run Charts to collect data demonstrating progress daily and share with pupils. (4.2)</li> <li>Analysis of Run Charts to learn from data to inform small tests of change and to identify when to move to next</li> </ul>	Termly Tracking Periods

	<ul style="list-style-type: none"> <li>• Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time. (4.1, 4.2)</li> <li>• Involve children in collecting and analysing data.</li> <li>• 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</li> <li>• (Provide opportunities for parents/carers to engage with the writing pedagogy) (2.4)</li> <li>• 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)</li> <li>• Increase understanding of the root causes for writing difficulties/ barriers (professional learning and discussion with ASD/ Dyslexia/EAL teachers.) (4.1)</li> </ul> <p>Create a Quality Improvement Poster. (2.1)</p>			<p>teaching aim; provide support; increase challenge (4.2)</p> <ul style="list-style-type: none"> <li>• AiFL approaches demonstrate on-going assessment and provide feedback to learners.</li> <li>• Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment.</li> <li>• Pupils' ability to talk about their progress and next steps both individually and as a class. (1.4)</li> <li>• Fishbone tool analysis where there is continued non-attainment and consideration of ways to further support pupils. (4.1) (2.4)</li> <li>• Writing Benchmarks to support reliability of teacher judgements.</li> <li>• Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of writing.</li> <li>• Staff will report that they are more confident and enjoy teaching writing.</li> <li>• ACEL data in tracking tool (4.2)</li> </ul>	
Improve the quality of Interdisciplinary Learning leading to improved experiences and outcomes for all pupils.	<ul style="list-style-type: none"> <li>• Further development of IDL grids will be created</li> <li>• Social Studies topic boxes will be created through the purchasing of new resources and audit of current resources</li> <li>• Collegiate working to share practice and develop curriculum</li> <li>• Continue to review interdisciplinary learning contexts taking account of our local and wider community</li> </ul>		<p>CTs</p> <p>DHT CTs</p> <p>CTs</p> <p>DHT CTs</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Increased coverage and depth of BGE</li> <li>• Clearer skills progression</li> <li>• Improved resources and pupil experiences</li> <li>• Increased staff knowledge and confidence</li> <li>• Pupil survey</li> </ul>	Termly

	<ul style="list-style-type: none"> <li>Engage with “Modern PBL: Project Based Learning in the Digital Age”</li> <li>Almost all pupils will state that they enjoy learning experiences provided through IDL contexts for learning</li> </ul>				
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**Our Wellbeing and Belonging: Improvement priority: Improve the wellbeing of all children with a specific focus on pupil achievement and how valued and respected they feel.**

**Rationale –**  
Analysis and self-evaluation of pupil wellbeing data suggests that there needs to be a focus on achievement. Self-evaluation and ongoing work with Education Psychologist as part of embedding the Nurture Principles has identified a need to focus on the use of language and communication.

NIF key drivers:	School & ELC improvement		Teacher & practitioner professionalism	Performance information		Parent/carer involvement & engagement
HGIOS4 QIs:	3.1	3.2	2.6	2.7	1.3	1.1
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI

ESIP key priorities:	N	Our Leadership	N	Teaching & Learning	N	Our attainment
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Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones						
<p>All children in P4-7 will record an improved score and there will be an improved collective score for achievement in their termly wellbeing webs by June 2026. (see individual record sheet for each child)</p> <table><tr><td>Wellbeing Indicator</td><td>2024/25 Rating (out of 5)</td><td>2025/26 Rating (out of 5)</td></tr><tr><td>Achieving</td><td>4.5</td><td>4.6</td></tr></table>	Wellbeing Indicator	2024/25 Rating (out of 5)	2025/26 Rating (out of 5)	Achieving	4.5	4.6	<ul style="list-style-type: none"><li>All staff will be trained to use 'Learner Profile'</li><li>All children in P4-7 will engage with 'Learner Profile' (frequency to be agreed)</li><li>Through HWB programme teachers will provide lessons and guidance with a focus on achievement.</li><li>Pupil wellbeing will continue to be tracked termly through their completion of wellbeing webs</li><li>Analysis will provide information for action and next steps.</li><li>UNRC will continue to be a focus throughout the session</li><li>School assemblies will have a focus on citizenship and achievement</li></ul>	✓	<p>HT</p> <p>All staff</p> <p>CTs</p> <p>PT</p> <p>CTs</p> <p>PT</p> <p>SLT</p>	<ul style="list-style-type: none"><li>Staff training is complete</li><li>All P4-7 have a learner profile set up and can access and engage with it</li><li>Evidence of it being taught and children being able to talk about it (pupil focus groups)</li><li>Profiles are completed regularly</li><li>Wellbeing data</li><li>Intervention grids</li><li>Tracking and monitoring meetings</li><li>Assemblies take place</li><li>Attendance data</li></ul>	Termly
Wellbeing Indicator	2024/25 Rating (out of 5)	2025/26 Rating (out of 5)									
Achieving	4.5	4.6									

	<ul style="list-style-type: none"> <li>Continue to promote and support attendance</li> <li>Information about Learner Profiles will be shared with parents</li> </ul>		SLT		
All pupils will feel more valued and respected as evidenced in pre and post pupil survey.	<ul style="list-style-type: none"> <li>Pre survey undertaken with all pupils to establish how valued and respected they feel and baseline</li> <li>Pupil focus group to establish how things could be improved</li> <li>Staff training focusing on identified nurture principles</li> <li>Zones of regulation will be implemented across the school <ul style="list-style-type: none"> <li>Staff refresh of Zones of Regulation</li> <li>CTs to introduce with pupils ensuring they can articulate zones and have the tools to move between them</li> <li>Zones of Regulation displays in every class</li> </ul> </li> <li>Post survey to be completed and analysed to determine impact</li> <li>Continue to promote inclusion and equity in line with Relationships Framework and The Promise as part of ASN procedures</li> </ul>	✓	HT CTs  PT  Ed Psych  PTs     HT CTs DHT		

Our Attainment, Destinations and Achievements: Improvement priority: Raising attainment for all and achieving equity						
<b>Rationale –</b> Baseline data and projected attainment is strong demonstrating that systems, practice and processes in place are meaningful and impactful. Areas for further improvement in attainment have been identified through analysis of data.						
NIF key drivers:	Performance information		Teacher & practitioner professionalism	School & ELC leadership		Curriculum & assessment
HGIOS4 QIs:	3.2	2.3	3.1	3.3	2.4	2.2
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
Maintain overall attainment levels achieved and increase attainment in the following identified stages and curricular areas: <ul style="list-style-type: none"> <li>Current P3 reading and writing by 6pp from 74% to 80%</li> <li>Current P1 writing by 8pp from 73% to 81%</li> <li>Current P3 writing by 6pp from 77% to 83%</li> <li>Current P6 writing and numeracy by 2pp from 70% to 74%</li> </ul>	Please refer to 'Teaching & Learning' together improvement priority for actions in relation to writing. <ul style="list-style-type: none"> <li>Continued focus on ensuring high-quality teaching and learning is taking place</li> <li>Identified pupils will be supported through boost group support and appropriate interventions</li> <li>Rigorous and robust tracking of pupil progress</li> <li>SLT and peer observations will take place</li> <li>Collegiate working providing opportunities to share good practice</li> <li>Pupil focus groups will provide useful self-evaluation feedback</li> </ul>		✓	CTs  DHT  HT  All staff  All staff  SLT	<ul style="list-style-type: none"> <li>Quality Assurance</li> <li>Learning / peer observation paperwork</li> <li>Pupil focus groups</li> <li>Attainment data</li> <li>Tracking and monitoring paperwork</li> </ul>	Termly

<ul style="list-style-type: none"><li>Percentage of pupils achieving all aspects of literacy will increase by 3pp from 76% to 79%</li></ul>					
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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	88	73	96	69	88	P1						P1					
P2	84	78	100	78	87	P2	88	81	96	73	88	P2					
P3	74	77	94	71	85	P3	84	78	100	78	87	P3					
P4	86	86	94	83	86	P4	80	83	94	74	85	P4					
P5	79	79	100	79	79	P5	86	86	94	83	86	P5					
P6	82	71	95	70	77	P6	79	79	100	79	79	P6					
P7	84	80	95	80	80	P7	82	74	95	74	77	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	88							P1	73							P1	96							P1	88						
P2	88	84						P2	85	78						P2	97	100						P2	94	87					
P3	88	83	74					P3	80	80	77					P3	94	94	94					P3	88	89	85				
P4		86	80	86				P4		83	80	86				P4		92	97	94				P4		86	77	86			
P5			79	79	79			P5			77	70	79			P5			100	97	100			P5			63	79	79		
P6				82	82	82		P6				61	67	71		P6				93	89	95		P6				75	73	77	
P7					80	84	84	P7					56	77	80	P7					84	95	95	P7					78	79	80

Please note I am awaiting data to input to above table.

## Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together						
<ul style="list-style-type: none"><li>• Increase the percentage of pupils who feel that they play an important part in the life of the school and contribute to aspects of school improvement by 5pp from 86% to 91%.</li></ul>	<ul style="list-style-type: none"><li>• Increase current P3 cohort's attainment in writing by 6pp from 77% to 83% by June 2026. Maintain attainment levels in writing across all other stages.</li><li>• Improve the quality of Interdisciplinary Learning leading to improved experiences and outcomes for all pupils.</li></ul>						
Our wellbeing and belonging	Our Attainment, Destinations and Achievements						
<ul style="list-style-type: none"><li>• All children in P4-7 will record an improved score and there will be an improved collective score for achievement in their termly wellbeing webs by June 2026. (see individual record sheet for each child)</li></ul> <table><tr><td>Wellbeing Indicator</td><td>2024/25 Rating (out of 5)</td><td>2025/26 Rating (out of 5)</td></tr><tr><td>Achieving</td><td>4.5</td><td>4.6</td></tr></table> <ul style="list-style-type: none"><li>• All pupils will feel more valued and respected as shown in pre and post pupil survey.</li></ul>	Wellbeing Indicator	2024/25 Rating (out of 5)	2025/26 Rating (out of 5)	Achieving	4.5	4.6	<p>Maintain overall attainment levels achieved and increase attainment in the following identified stages and curricular areas:</p> <ul style="list-style-type: none"><li>• Current P3 reading and writing by 6pp from 74% to 80%</li><li>• Current P1 writing by 8pp from 73% to 81%</li><li>• Current P3 writing by 6pp from 77% to 83%</li><li>• Current P6 writing and numeracy by 2pp from 70% to 74%</li><li>• Percentage of pupils achieving all aspects of literacy will increase by 3pp from 76% to 79%</li></ul>
Wellbeing Indicator	2024/25 Rating (out of 5)	2025/26 Rating (out of 5)					
Achieving	4.5	4.6					