



Lainshaw Primary School

Establishment Improvement Plan

2024/25



School Improvement Plan	Lainshaw Primary School
Head Teacher	Jason Johnstone
Date Submitted	Submitted to Chief Education Officer on: 26 th June 2024

School/ Centre Vision and Values	<p>In Lainshaw Primary School, our shared vision is to create a safe, healthy and caring environment where everyone has an equal and inclusive range of learning opportunities and is valued, encouraged, motivated and supported to achieve their full potential and aspirations.</p> <p>We show respect, value each other's views and strive for excellence in partnership with our learning community.</p> <p>The Lainshaw Primary School values were agreed upon during a while school community refresh in 2019 and are:</p> <p>Respect Honesty Kindness</p> <p>We are a Silver Rights Aware School with children's rights informing our curriculum.</p>
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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.

Consultation on improvement plan includes the following stakeholders:	Completed	Content of plan	Completed
Children and Young People	Yes	Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Parent Council and Forum	Yes	Takes account of the strategy for parental involvement under section 2 (4A)	Yes
Teachers, practitioners and ALL school/centre staff	Yes	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	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
Local bodies representing teachers, staff, volunteers and any	Yes	Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	Yes

Official

parent bodies further associated to the school/centre.		
	improvement and in the improvement activities specified	
	HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Head Teacher / Head of Centre Signature:

Jason Johnstone

Pupil and parental strategic involvement

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>The young people of Lainshaw Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none"> ✓ Pupil Focus Groups and Pupil Council, focusing on improving opportunities to be involved in designing a curriculum for all and wider achievements. ✓ Range of Pupil Leadership Groups/Committees; e.g. Rights Respecting Schools and Outdoor Ambassadors. ✓ House Captains and Vice Captains, Head Boy and Head Girl, P6 and 7 leaders. ✓ Daily conversations between pupils and SMT ✓ Assemblies ✓ Weekly SLTea meetings with SMT ✓ RRS questionnaires ✓ GMWP pre and post questionnaires 	<p>The parents of the young people of Lainshaw Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none"> ✓ Parental consultation through: <ul style="list-style-type: none"> ○ Questionnaires issued termly by HT ○ Workshops/information sessions/randomly selected focus groups ○ Open Afternoons/Meet the Teacher ○ Reporting parental feedback sheet ✓ Parent Council and Parent Association ✓ Termly opportunities for parents/carers to come into the school and participation in the self-evaluation process ✓ Informal dialogue through visibility of SLT every day at drop off and pick up.

Improvement Priorities*(Expressed as outcomes for learners)*

- Consistently Excellent Teaching and Learning** – Improved pedagogy, engagement, assessment of learning and consistency in all classes. Evaluate and review current ‘Excellent Lesson’ framework leading to a better shared understanding of excellent teaching and learning expectations leading to improved attainment across the curriculum for all learners. Robust quality assurance processes will monitor progress and impact.
- Learner Agency** – confident, effective and high-attaining learners are created when the seven components of learner agency; voice, choice, engagement, motivation, ownership, purpose and self-efficacy are integral to curriculum design. Our curriculum design and curriculum offering will have broad, balance, curated frameworks develop through learner and teacher agency.
- Quality Assurance** - Robust and rigorous quality assurance processes are planned, shared, monitored and reviewed to ensure we measure the impact of teaching and learning approaches on all children, especially those living in the poverty-related attainment gap.
- Leadership At All Levels** – Staff critically reflect and undertake appropriate professional learning that will empower them to lead improvements across the curriculum resulting in enhanced learning experiences and improved attainment.

**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.

What actions are required to reach the desired outcome?	Who	When
Consistently Excellent Teaching and Learning Actions		
<ul style="list-style-type: none"> Identified teacher lead for the Leaders of Learning programme will continue to deliver quality CLPL, supported by SMT, to enhance our teacher pedagogy. Year 2 focus from Leaders of Learning programme and quality assurance processes will continue to support staff understanding and implementation of the requirements of an ‘Excellent Lesson’ prioritising; differentiation, assessment is for learning strategies, use of ICT to enhance learning and learner agency. 	Leads - Head Teacher, Deputy Head Teachers and Rachel Lynes. All Staff to be involved.	Improvement actions from EAC Learning Visit in May 2024 forms year-long

		session 24-25 focus.
<ul style="list-style-type: none"> Collegiate working time allocated to reviewing and updating current 'Excellent Lesson' to ensure staff understanding and shared ownership. Curriculum Design re-evaluated and updated to reflect learner agency and skills development in curriculum areas out with literacy, numeracy, IDL and health and wellbeing. 	All Staff Head Teacher and Depute Head Teachers	November 2024 June 2025
Learner Agency		
<ul style="list-style-type: none"> Increasingly involve pupils in decision-making to enhance pupil leadership as an employability skill. Develop a pupil-friendly version of the SIP where they can be allocated responsibilities for change and clearly see where they have had meaningful impact. As part of our RRS Gold plan, further promote and encourage independent thinking among pupils through engagement in global and local themes and campaigns. Link with community partners to identify causes and affect positive change 	J. Martin W. Larman	October 2024 June 2025
Quality Assurance		
<ul style="list-style-type: none"> Review and update the current calendar for quality assurance. The leadership team will undertake professional learning through looking outward to examples of good practice within the local authority and through Education Scotland. This will lead to an overall updated approach to quality assurance within Lainshaw Primary School. Through planned collegiate time, staff will be supported to understand the updated quality assurance calendar and their role within it. A focus on triangulation of staff feedback and actions through quality assurance will ensure that improvements are tracked and monitored by SMT leading to improved outcomes for all learners. 	Head Teacher and Depute Head Teachers All Staff Head Teacher and Depute Head Teachers	September 2024 October 2024 June 2025
Leadership At All Levels		
<ul style="list-style-type: none"> RRS – Teacher leaders to continue to develop and implement an action plan for attaining Gold Rights Respecting School accreditation. Wraparound Spelling implementation will be led by class teachers in P4-7. Peer-led CLPL will be prioritised to ensure a consistent approach to the teaching and learning of spelling skills at these stages. 	W. Larman R. Lynes/ B. McGill All Staff	October 2024 June 2025

<ul style="list-style-type: none"> Update our technologies curriculum with a focus on the development of ICT skills and clear digital learning pathways within our curriculum. Assess progress and impact of a whole school approach to the use of digital technology through working towards the Digital Schools Award. Primary and secondary colleagues, across the Education Group will align the P7 and BGE curriculum, and share expertise in their specialist area, to reduce duplication and gaps in learning. 	F. McFarlane/ E. Ewing	December 2024
	F. McFarlane/ E. Ewing	December 2024
	F. McFarlane/ P7 Teaching Staff	June 2025

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
No PEF Actions	N/A	N/A	N/A

Evidence of Impact against outcomes for learners.

- Updated 'Excellent Lesson' proforma on display in all classes.
- Updated quality assurance calendar and documentation.
- SMT quality assurance documentation will show evidence of triangulation of CLPL, practice and implementation of teaching and learning approaches.
- Spelling ages will improve in P4-7.
- Children will be able to articulate and demonstrate through their own version of the SIP, the impact their pupil voice and leadership has on school improvement. Pupil version of SIP displayed in all classes and on school website.
- Children will identify causes where they can affect change and be able to share the impact of their work with the wider school community.
- Rights Respecting School principles and practice will be firmly embedded in our curriculum and school ethos. Children will demonstrate clear knowledge of their rights and will be active participants in the development of work leading to Gold. All duty bearers will be aware of their responsibilities in children experiencing their rights.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <ol style="list-style-type: none"> Improve Attainment in Numeracy and Literacy – attainment in writing, with a focus on tools for writing, consistency and enhanced CLPL opportunities, will increase in line with P1, P4 and P7 National, Local and Education Group levels. Professional judgement in attainment in listening and talking will become more robust. Attainment in numeracy will increase due to a more tailored numeracy curriculum offering at Lainshaw Primary. Improved Pedagogy – updated standards in the learning environment and teaching and learning approaches coupled with high quality feedback, self-evaluation and moderation practices will lead to increases in attainment across the curriculum. Digital Learning – Learning is enriched and supported by our effective use of digital technologies. We will invest time and resources in 'ICT to enhance learning' and 'computing science' to support digital skills development with the aim of fostering creativity, innovation and problem-solving skills. Partnership Working - Our partnerships include structured opportunities for collaboration. We work together effectively to plan, deliver, monitor and evaluate joint work. Parental Involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy. 	<p>Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>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.</p>
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What actions are required to reach the desired outcome?	Who	When
Improve Attainment in Numeracy and Literacy		
<ul style="list-style-type: none"> A consistent whole school approach to teaching and assessing talking will result in an increase of 10% of learners across all stages achieving beyond the level. In line with East Ayrshire Council's Listening and Talking priority, collegiate time will be allocated to developing and implementing East Ayrshire's ORACY across the school. 	F. McFarlane/ All Teaching Staff	June 2025

<ul style="list-style-type: none"> The number of pupils with spelling ages exceeding their chronological age and/or the gap closing between their chronological age and lower spelling age will increase by 5% through the embedding of Wraparound Spelling and Nessy. Spelling ages will be tracked and monitored across all P4-7 classes. Develop and implement a progressive and consistent approach to learning and teaching writing throughout the whole school by liaising with East Ayrshire Literacy Senior Education Manager (Gayle Elder) and provide CLPL opportunities for staff. 	B. McGill/ R. Lynes/ All Teaching Staff	June 2025
<ul style="list-style-type: none"> Participate in moderation of writing assessments at school and Education Group level to inform teacher judgements and ensure high quality teacher feedback. Pre and Post CLPL feedback will show improvement in professional knowledge and increased teacher confidence in teaching and assessing Writing. 	All Teaching Staff	June 2025
<ul style="list-style-type: none"> Audit and update our Lainshaw Primary numeracy assessments to a child friendly layout, ensuring a clear understanding of and a consistent approach to the teaching of Numeracy and Mathematics across all stages. 	J. Flannagan/ All Teaching Staff	June 2025
<ul style="list-style-type: none"> Collaborate with numeracy leads and curricular PTs to develop a rolling numeracy programme, establishing greater depth and coverage of key areas in the East Ayrshire progression framework with the aim of improving attainment in numeracy in P3, 4 and 6 by 10%. 	J. Flannagan/ Stewarton Academy Maths Staff	June 2025
<ul style="list-style-type: none"> Fully implement Lainshaw Primary's Numeracy Multiplication Masters Initiative throughout P3-7. This will be supported by staff CLPL sessions and pupil led numeracy workshops. 	All Teaching Staff	December 2025
Improved Pedagogy		
<ul style="list-style-type: none"> All staff to be actively engaged in ongoing Quality Assurance calendar including self-evaluation, jotter/ digital learning audit, tracking & monitoring, learning observations, moderation and CLPL sessions. 	All Teaching Staff	June 2025
<ul style="list-style-type: none"> Implement a school and class learning walls and display of work policy. 	V. McFarlane/ All Staff	October 2025
<ul style="list-style-type: none"> Develop and implement a shared and agreed standard and expectation for high quality feedback approaches to ensure this is embedded in everyday practice. 	All Teaching Staff/ R. Lynes	November 2025

<ul style="list-style-type: none"> Evaluate current practice, audit resources and implement a consistent and progressive whole school approach to Expressive Arts. P4 development work in Music 23/24 to be rolled out to other classes, supported by Youth Music Initiative, upskilling staff to teach music notation and use of Charanga resource. Further develop partnerships with national partners such as National Youth Choir of Scotland, Royal Conservatoire and Scottish Ballet, to improve delivery of Expressive Arts curriculum. 	L. Le Masurier/J. Johnstone J. Johnstone J. Johnstone	June 2025 June 2025
Digital Learning		
<ul style="list-style-type: none"> Embed a digital learning pathway within our curriculum to support the development of digital skills. 	E. Ewing/ E. Speirs/ All Teaching Staff	December 2025
<ul style="list-style-type: none"> Continue to work towards achievement of the Digital Schools Award, ensuring all classrooms are digital learning rich environments. 	E. Ewing/ E. Speirs/ All Teaching Staff	June 2025
<ul style="list-style-type: none"> Through engaging with partners at our planned STEM/Robotics event, young people will be provided with access to high quality learning experiences using innovative digital resources. 	E. Ewing/ E. Speirs	June 2025
<ul style="list-style-type: none"> Through engaging with partners at our planned STEM/Robotics event and continuing to develop links with EAC Education IT team, staff will be provided with access to high quality CLPL experiences using innovative digital resources and will build confidence in using these within their learning environments. 	All Teaching Staff	June 2025
Partnership Working		
<ul style="list-style-type: none"> Enhance our play provision in the early years through the development of a shared school and ECC resource that will support attainment in literacy and numeracy and enhance our partnership working and transition with our associated ECC. 	E. Dudgeon/ A. McGrath/ K. Lennox	October 2025
<ul style="list-style-type: none"> Prioritise the key role of parents as partners in their children's learning by increasing opportunities for parental involvement and engagement across the school through the introduction and increase of: <ul style="list-style-type: none"> - School Glow Blog for enhanced communication - relaunch 	J. Johnstone/ All Teaching Staff	June 2025

<ul style="list-style-type: none"> - Showcase Events - Open classrooms to share learning and Class-led Assemblies - Planned opportunities every term for parents/carers to get involved in school evaluation - Termly Curriculum Newsletters; improve consistency by HT sharing good practice - 'Meet the Teacher' event - Wider Achievement Celebration through Learning Journals and Assemblies 		
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • Resources for ECC/P1 play provision 	<ul style="list-style-type: none"> • Improved attainment in numeracy and literacy at P1. 	E. Dudgeon/ A. McGrath/ K. Lennox	September 2024

Evidence of Impact against outcomes for learners.

- A consistent whole school approach to teaching and assessing talking will result in an increase of 10% of learners across all stages achieving beyond the level.
- The number of pupils with spelling ages exceeding their chronological age and/or the gap closing between their chronological age and lower spelling age will increase by 5%.
- Attainment in writing will increase in line with P1, P4 and P7 National, Local and Education Group levels.
- Attainment in numeracy will increase by 10% in P3, 4 and 6.
- There will be a clear understanding of and a consistent approach to the teaching of Writing and Numeracy across all stages.
- Teachers following a progressive and focused numeracy planner – depth, school-wide gaps covered, linked with P7/ S1 transition.
- Quality assurance and self-evaluation throughout the session ensures a consistent and high quality approach to delivering an 'Excellent Lesson'.
- A consistent, rich and stimulating approach to expressive arts to provide pupils with opportunities to enhance their creative talent and develop their artistic skills.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <ol style="list-style-type: none"> 1. We have a clear focus on ensuring wellbeing entitlements and protected characteristics support all learners to maximise their successes and achievements. 2. As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. 3. Attendance and inclusion are removed as barriers to all of our children attaining and achieving. 4. We will reduce the poverty related achievement gap. 	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p>
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What actions are required to reach the desired outcome?	Who	When
Health and Wellbeing		
<ul style="list-style-type: none"> • Analyse GMWP data from pre and post questionnaires for P1 to 7; data obtained will provide new focus for individual, class and whole school interventions to improve wellbeing. Measure effectiveness of previous interventions relating to 23/24. 	V. McFarlane	October 2024
<ul style="list-style-type: none"> • Implement the streamlined HWB progression planners, following work completed last session, to combine PATHS curriculum and EAC HWB progression planners. 	V. McFarlane	June 2025
<ul style="list-style-type: none"> • Implement action plan for Sport Scotland Silver Award, improving levels of achievement and attainment in sport, developing our learners as leaders of sport, ensuring two quality hours of PE and collecting data to provide targeted opportunities for those pupils that face barriers to participation. 	V. McFarlane	February 2025

<ul style="list-style-type: none"> Establish pupil Health and Wellbeing Champions in line with East Ayrshire Policy. Children will participate in training sessions to support a mentally healthy school and learn to support children that require it. 	V. McFarlane	June 2025
Inclusion		
<ul style="list-style-type: none"> Become a trauma-informed school through engagement with the Neuro Sequential Model of Education. Further development work led by Psychological Services will be undertaken by early adopters and next tranche of staff to improve understanding of child development and the effects of stress and trauma, and how to support children with these additional challenges. 	J. Martin	October 2024
<ul style="list-style-type: none"> Improve use of signs and symbols around the building. All staff to undertake CLPL, to support introduction of BSL curriculum as our +2 language, to ensure we are more communication friendly and meet the needs of learners with ASN. Audit our environment using the EAC Communication Friendly Checklist. 	J. Martin	June 2025
<ul style="list-style-type: none"> Support staff to undertake formal BSL training led by HI teachers. 	J. Martin	June 2025
<ul style="list-style-type: none"> Continue to reduce frequency and intensity of dysregulated behaviour, by ensuring all new staff complete Beyond Behaviour LearnPro modules. 	J. Johnstone	October 2024
<ul style="list-style-type: none"> Review Relationships Policy, following first year of implementation to make any necessary changes, to improve consistency of positive relationships and behaviour from P1 to 7. 	J. Johnstone	October 2024
<ul style="list-style-type: none"> Prioritise staff wellbeing by ensuring all staff have undertaken mandatory training and know how to access supports within the Wellbeing Standard, and SLT ensure staff have access to school and EAC supports. 	J. Johnstone	October 2024
<ul style="list-style-type: none"> Ensure that we consider attendance and access to education as a key priority in ensuring wellbeing and attainment for all, by undertaking a review of processes and procedures to support and promote attendance, and the supports and interventions available to provide effective access to learning for those who require a flexible approach and tailored family support. 	J. Johnstone / SLT	October 2024
<ul style="list-style-type: none"> Ensure we meet the needs of our care experienced children and young people at establishment and EG levels in line with The Promise, by implementing The Promise actions. 	J. Johnstone	June 2025

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Home Link Worker will identify and address barriers for families with attendance issues. Classroom Assistants used to support transitions. Address barriers to learning via PEF boost teacher support, to ensure children achieve success. 	<ul style="list-style-type: none"> Attendance will improve. The number of children who need to be supported to come into school each morning will reduce. 	HT/DHT	June 2025

Evidence of Impact against outcomes for learners

- GMWP 24/25 data will show an improvement in scores related to identified whole school areas of focus in 23/24.
- Curricular time will be used more effectively as HWB curriculum will be more streamlined.
- Wellbeing and attainment of pupils with communication impairment will improve.
- Overall school attendance will improve by 2%.
- Referrals to SMT for dysregulated behaviour will reduce, leading to a calmer learning environment for all.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <ol style="list-style-type: none"> 1. The attainment of individuals and groups will improve consistently over time. 2. The poverty related attainment gap will be reduced. 3. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. 	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>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.</p>
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What actions are required to reach the desired outcome?	Who	When
Achievement and Attainment		
<ul style="list-style-type: none"> • Improve opportunities for personal achievement across the whole school, by celebrating and promoting those achievements, through Learning Journals and the RRS Gold Award Action Plan. 	W. Larman	June 2025
<ul style="list-style-type: none"> • Staff will engage in professional discussions in Raising Attainment Meetings, and staff meetings with improved knowledge of attainment over time for cohorts and will use this information to improve validity of professional judgements further. Format for this data to be created and shared with whole school. 	All Staff/HT	Nov 2025
<ul style="list-style-type: none"> • Continue Education Group focus on professional learning in relation to the Planning, Learning, Teaching and Assessment Cycle so that teacher judgements in relation to the BGE provide robust data to track and provide effective feedback to young people. 	F. McFarlane/ All Staff	June 2025
<ul style="list-style-type: none"> • Review tracking and monitoring procedures in all sectors from early childhood centres to primary 1, to improve the use of progress information in all sectors and at points of transition. Pilot the use of language from School Monitoring and Tracking Tool, from ECC to P1. Early Years staff will provide individual assessment information for term 1. 	J. Flannagan/ K. Lennox/ J. Johnstone	June 2025
Developing the Young Workforce		

<ul style="list-style-type: none"> Further embed links with businesses and organisations by aligning the support from partners throughout the IDL curriculum, to increase the relevance of our curriculum in relation to the World of Work. 	V. McFarlane	Mar 2025
Learning for Sustainability		
<ul style="list-style-type: none"> Develop our work in the EAC Clean Green Initiative to empower our learners to become better global citizens and develop a deeper understanding of their place in the world. 	E. Dudgeon/ Teaching Staff	June 2025

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Appointment of a Support for Learning Teacher Appointment of Classroom Assistant Hours 	<ul style="list-style-type: none"> Increased academic support and intervention leading to improved outcomes for identified pupils. 	HT/DHT	June 2025

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Staff will continue to build their confidence in sharing PLTA across our Education group network and will begin to make more robust teacher judgements on achievement of a level. As a result, the attainment data of our young people across our Education Group will be judged upon shared and consistent standards. This work will lead to a reduction in attainment dip in P3 and 4. P1 pupils will be challenged and supported in their learning, earlier in Tracking Period 1, because of more detailed attainment information being provided by the Early Years Team.
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> Evaluate and review current 'Excellent Lesson' framework. Curriculum Design re-evaluated and updated to reflect learner agency and skills development in curriculum areas out with literacy, numeracy and health and wellbeing. Increasingly involve pupils in decision-making to enhance pupil leadership as an employability skill. Develop a pupil-friendly version of the SIP. Review and update the current calendar for quality assurance. Teacher leaders to continue to develop and implement an action plan for attaining Gold Rights Respecting School accreditation. Update our technologies curriculum with a focus on the development of ICT skills and clear digital learning pathways within our curriculum. 	<ul style="list-style-type: none"> In line with East Ayrshire Council's Listening and Talking priority, collegiate time will be allocated to developing and implementing East Ayrshire's ORACY across the school. Develop and implement a progressive and consistent approach to learning and teaching writing Spelling levels will improve through the embedding of Wraparound Spelling and Nessy. Audit and update our Lainshaw Primary numeracy assessments to a child friendly layout. Collaborate with numeracy leads and curricular PTs to develop a rolling numeracy programme. Evaluate current practice, audit resources and implement a consistent and progressive whole school approach to expressive arts. Enhance our play provision in the early years through the development of a shared school and ECC resource.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> Implement the streamlined HWB progression planners to combine PATHS curriculum and EAC HWB progression planners. Implement action plan for Sport Scotland Silver Award. All staff to undertake CLPL, to support introduction of BSL curriculum as our +2 language. Prioritise staff wellbeing by ensuring all staff have undertaken mandatory training and know how to access supports within the Wellbeing Standard. Ensure that we consider attendance and access to education as a key priority in ensuring wellbeing and attainment for all by undertaking a review of processes and procedures to support and promote attendance. 	<ul style="list-style-type: none"> Recognition and celebration of wider achievement through Learning Journals. Staff will engage in professional discussions in Raising Attainment Meetings, and staff meetings with improved knowledge of attainment over time for cohorts. Education Group focus on the Planning, Learning, Teaching and Assessment Cycle in relation to the BGE providing robust data to track and provide effective feedback to young people. Pilot the use of language from School Monitoring and Tracking Tool, from ECC to P1. Develop our work in the EAC Clean Green Initiative to empower our learners to become better global citizens and develop a deeper understanding of their place in the world.