




East
Ayrshire
Council
Education
Service

Establishment: Lainshaw
Primary School




Establishment
Improvement
Plan
2025-26

School Improvement Plan	Lainshaw Primary School
Head Teacher	Mrs Jennifer Martin (Acting)
Date Submitted	Submitted to Chief Education Officer on : June 2025

School / Centre Vision and Values	<p>In April 2025, we consulted with children, staff, parents/carers and our community to update our school values to reflect our school's current priorities and align with our aspirations for our learners. We now have four new school values; Inclusion, Responsibility, Respect and Community.</p> <p>In Lainshaw Primary School, our shared vision is to provide high quality education in a safe, respectful and inclusive environment where all needs are recognised, accepted and met within an ethos that nurtures a desire for life-long learning and aspirational achievement.</p> <p>We are a Silver Rights Aware School with children's rights informing our curriculum, a Sport Scotland Silver School and hold our Eco-Schools Green Flag for our commitment to learning for sustainability.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </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.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	Yes	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	Yes
Parent Council and Forum	Yes	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	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: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	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
Head Teacher / Head of Centre Signature: 		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><i>The children and young people of Lainshaw Primary School will have a strong voice in sharing how well our school is doing and will know how they can support improvement by involving them in decision making through the following mediums:</i></p> <ul style="list-style-type: none"> ✓ <i>Pupil Focus Groups and Pupil Council, focusing on improving opportunities to be involved in designing a curriculum for all and wider achievements.</i> ✓ <i>Range of Pupil Leadership Groups/Committees; e.g. Rights Respecting Schools and Outdoor Ambassadors.</i> ✓ <i>House Captains and Vice Captains, Head Boy and Head Girl, P6 and 7 leaders.</i> ✓ <i>Daily conversations between pupils and SMT</i> ✓ <i>Assemblies</i> ✓ <i>Weekly SLTea meetings with SMT</i> ✓ <i>RRS questionnaires</i> ✓ <i>GMWP pre and post questionnaires</i> 	<p><i>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:</i></p> <ul style="list-style-type: none"> ✓ <i>Parental consultation through:</i> <ul style="list-style-type: none"> ○ <i>Questionnaires issued termly by HT</i> ○ <i>Workshops/information sessions/randomly selected focus groups</i> ○ <i>Open Afternoons/Meet the Teacher</i> ○ <i>Reporting parental feedback sheet</i> ✓ <i>Parent Council and Parent Association</i> ✓ <i>Termly opportunities for parents/carers to come into the school and participate in the self-evaluation process</i> ✓ <i>Informal dialogue through visibility of SLT every day at drop off and pick up.</i>

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

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

Collective ownership

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

Good governance

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

Democratic accountability

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

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

*Our
Vision*

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

We will:

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

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

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

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



Scottish Attainment Challenge (SAC)

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

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

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

Our Leadership: Improvement priority: What is going to be the focus of this priority?

Rationale

Key Areas for Improvement

- **Develop staff career-long professional learning and foster an ethos of leadership at all levels.**
- **Robust and effective quality assurance procedures planned within the annual calendar.**
- **Continue to build and improve upon pupil voice and pupil leadership opportunities.**
- **Working collaboratively as an Education Group to improve consistency in STEM**

Rationale for Improvement

Through self-evaluation and evaluation of the 24-25 School Improvement Plan, staff have identified career-long professional learning as a clear priority for the new session. All staff will be supported to engage in collaborative enquiry around key elements of the 25-26 School Improvement Plan. The supported CLPL will centre on learning shared and developed through the EAC Leaders of Learning programme, Education Group PLTA moderation, Reading Schools, Meta-Skills and Project Based Learning.

Following our EAC Learning Visit in May 2024, our approaches to quality assurance have been a focus for further improvement. In session 24-25, we focused on the identification of next steps in practice for teaching staff and ensuring these were actioned in further classroom observations. Recorded feedback has evidenced improvement in Senior Management following-up actions and staff making improvements to practice. Staff have collaborated to identify next steps in ensuring effective quality assurance and have highlighted the in-house professional learning undertaken in literacy improvement as a highly impactful practice that has led to positive outcomes. In session 25-26, we further plan to improve our quality assurance approaches by adding peer monitoring and learning visits.

There are currently a range of Pupil Voice Groups in action within Lainshaw Primary School. With the development of this year's school improvement plan, we want to ensure that the groups remain relevant and valuable. We value opportunities for learners to regularly engage in critical and creative thinking that directly leads to positive change within our school. In addition to our Rights Respecting School Steering Group and Pupil Council, in session 25-26 we will be launching a Pupil Inclusion Group.

In session 24-25, as an Education Group, we successfully collaborated on PLTA moderation and a STEM Robotics project. This has had a direct positive impact on outcomes for learners across levels and stages. We will build on this good practice with further PLTA moderation work in French and a new STEM collaborative event in conjunction with the RAF.

NIF key drivers:	School & ELC leadership	Teacher & practitioner professionalism	Parent/carers involvement & engagement	School & ELC improvement
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HGIOS4 QIs:	1.2	2.2	2.3	2.7	3.1	3.2
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
<p>All learners will have access to high quality learning and teaching experiences across the curriculum.</p> <p>All learners will be provided with opportunities to develop the four capacities within the framework of the four contexts.</p>	<ul style="list-style-type: none"> Ensure all staff have access to high quality career-long professional learning that supports their development and the SIP priorities. Through the PRD process, identify opportunities for all staff to take on leadership roles. Engage with EAC Year Three of Leaders of Learning Programme focusing on learning intentions, success criteria and pace and challenge. Whole school commitment to working towards the Reading Schools Award. Continue to develop our Planning, Learning, Teaching and Assessment networks across our Education Group to ensure consistency of approach. Staff will continue to build their confidence in sharing PLTA in French and STEM across our Education group network and will make more robust teacher judgements on achievement of a level. 		✓	<p>Lead – Jennifer Martin HT</p> <p>DHTS – Fiona McFarlane / Eileen Speirs</p> <p>LOL – Rachel Lynes</p> <p>All Teaching Staff</p> <p>Lead – Eileen Speirs DHT</p> <p>1+2 Language s Lead Staff</p>	<ul style="list-style-type: none"> Staff will feel empowered to lead their own career-long professional learning within a supportive and collaborative culture and ethos. Staff will be more informed practitioners with a developed knowledge base and this will support ongoing school improvement. Attainment data of our young people across our Education Group will be judged upon shared and consistent standards. Increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards 	<p>CLPL plan for the year established by September 2025.</p> <p>PRDs timetabled into Annual Calendar by end of August 2025.</p> <p>Reading Schools Award planning document in place by October 2025.</p> <p>Education Group PLTA planned for February In Service day.</p> <p>French and STEM Moderation - August 25 – June 26</p>

<p>All learners experience challenge and support by implementing a robust calendar of Quality Assurance that ensures teaching and learning practice is consistently high.</p>	<ul style="list-style-type: none"> • Review and update current Quality Assurance Calendar. • Incorporate opportunities for peer quality assurance visits • Review and update current Calendar of Commitments. • All staff to continue to be actively engaged in ongoing Quality Assurance including self – evaluation, forward planning, tracking & monitoring, learning observations and Education Group Moderation. 		<p>Lead – Jennifer Martin HT</p> <p>Fiona McFarlane DHT</p> <p>All Staff</p>	<ul style="list-style-type: none"> • Enhanced approaches to quality assurance ensure staff and learners have shared expectations and high standards. • Staff can articulate their next steps and act on these during the quality assurance cycle. • Learner experience will have appropriate challenge, pace and support. 	<p>Quality Assurance Calendar in place by 20th August 2025.</p>
<p>Learners will be actively involved in whole school decision making through pupil voice and pupil leadership opportunities.</p>	<ul style="list-style-type: none"> • Further embed the principles of the UN Convention on the Rights of the Child into our ethos and curriculum whilst completing our RRS Gold accreditation journey. • Audit Pupil Voice Groups to ensure a wide variety of learners are involved in self-evaluation and the school improvement plan through their participation in pupil steering groups. 		<p>Lead – Wendy Larman PT</p> <p>All Staff DHT – Fiona McFarlane</p>	<ul style="list-style-type: none"> • School will secure the Gold RRSA. • Increased learner voice and participation. • Learners will be actively involved in school improvement and self-evaluation and their feedback will be shared across the school community. • Learners will co-create a pupil friendly version of the SIP. 	<p>October 2025</p>

Teaching and Learning Together: Improvement priority: **What is going to be the focus of this priority?**

Rationale

Key Areas for Improvement

- Engage with the Curriculum Improvement Cycle to develop a creative, innovative and aspiring curriculum.
- Improve approaches to developing digital skills, digital literacy and using technologies to enhance learning.
- Improve community and parent/carers involvement and engagement.
- Further engage with 1+2 languages and our focus on BSL as our third language.

Rationale for Improvement

We are currently in a holistic review of Scotland's curriculum with the four capacities and four aspects of the curriculum considered nationally excellent practice. Through our self-evaluation using HGIOS4, we have identified a need to look at our offering for interdisciplinary learning contexts. Recent staff professional learning opportunities have supported us in identifying a skills based approach to IDL that will be based on 'What do we want learners to understand?', 'What do we want learners to know?' and 'What do we want learners to do?'.

In session 24-25, a digital learning pathway was piloted in the school. This is not yet embedded and as such we will continue into the new session with the development of our digital strategy. Our digital lead will work collaboratively with authority leads to ensure our practice is in line with the experiences of all learners across East Ayrshire. We will work innovatively within our Education Group to offer enhanced digital learning opportunities for our children.

Self-evaluation against 2.7 Partnerships of HGIOS4 have allowed us to identify the features of highly effective practice we are aiming for within this quality indicator. In session 25-26, partnerships will have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. The school will jointly plan and evaluate shared projects with partners that share skills, knowledge and experience and take part in joint professional learning opportunities

Review of our school demographics, in particular our ASN Log, highlights that we now support an increasing number of learners with a hearing impairment. As such, we have made a whole school commitment to learning British Sign Language as our L3. Practice has been particularly strong in those classes where our HI learners are and our next step is to ensure further implementation across all stages. In addition to this, we will look to further improve our L2 (French) and look to East Ayrshire Frameworks for more direction.

NIF key drivers:	Curriculum & assessment		Performance information		Teacher & practitioner professionalism		School & ELC leadership
HGIOS4 QIs:	2.2	3.2	2.3		1.2	1.5	1.3

QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership			Y Our Wellbeing	Y Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones	
All learners develop the skills they need for future destinations as we actively update, improve and align our curriculum through our engagement with the Curriculum Improvement Cycle.	Project Based Learning <ul style="list-style-type: none"> All staff to undertake professional learning and become skilled in the key elements of Project Based Learning (PBL) through participating in a book study of Modern PBL by Daniel Jones. Review our current IDL contexts for learning and update to reflect relevance to learners and a skills based approach. Develop our skills based approach to learning through implementing a PBL approach across the school in term 3. 	✓	Lead – Jennifer Martin HT All Teaching Staff	<ul style="list-style-type: none"> Pre and post pupil feedback questionnaires will evidence higher learner engagement. Learners will identify that they actively participate, inquire, apply, question and connect with the context for learning through this approach. A refreshed IDL contexts planner will direct teaching staff to how to formulate essential questions and create authentic learning tasks. Staff evaluation of the term 3 PBL approach will identify areas of success and any next steps. 	To maintain on track progress – Standing agenda item for collegiate meetings. December 2025 – PBL Plan for term 3 complete Target for full implementation – June 2026	
	Meta-Skills <ul style="list-style-type: none"> Engage with Skills Development Scotland (SDS) to develop staff understanding of meta-skills as innate, timeless, higher-order skills that create adaptive learners. Create a plan for whole school introduction of meta-skills and implementation of the SDS meta-skills framework. Introduce the SDS Skills 4.0 model to learners in term 1. 		Lead – Victoria McFarlane PT All Staff	<ul style="list-style-type: none"> Consistent high quality approach to the delivery of skills based learning through shared understanding, a whole 	August 2025 - In Service Day Staff Development Session October 2025	

	<ul style="list-style-type: none"> Enrich our curriculum model involving stakeholders, community partnerships and Skills Development Scotland. 			school planner and shared language.	October 2025 May 2026
All learners will develop digital skills, digital literacy and their ability to use technologies to enhance their learning.	<ul style="list-style-type: none"> Continue to develop a digital strategy for Lainshaw Primary School that ensures equitable access. (PEF) Ensure all digital technology is in good working order and processes are in place to report technical issues, faults or damage promptly. Ensure all staff and learners have an understanding of cyber security and how to keep themselves safe in an online environment. Ensure all staff have read the EAC Policy Document on Ethical and Responsible Use of Artificial Intelligence in Education Settings and completed LearnPro modules. Access CLPL from digital leads and digital team to ensure that all staff have a baseline knowledge of effective use of Promethean Boards, Activ Inspire and Chromebooks. Investigate and cost further equipment resourcing for P1-4. Support staff to access EAC ICT Lending Library to enhance digital learning provision. Participation in our Education Group collaborative project with the RAF, 'Coding for Success'. 	✓	Lead – Eileen Speirs DHT Support from Julie McKee, QIO and Gary Neilson, Education IT All Teaching Staff	<ul style="list-style-type: none"> Evidence of learners making effective use of digital technology during establishment learning visits and classroom observations (SLT or peer visits) will be recorder in monitoring documentation. Learners talking with confidence about using digital technology during observed lessons. Staff questionnaires monitoring confidence and skills development. 	Technology Working Order Procedures, Policies in place and CLPL plan – October 2025 Digital Strategy – December 2025 Resourcing – November 2025

<p>All learners experience an enhanced curriculum that prioritises community and parent/carer involvement and engagement.</p>	<ul style="list-style-type: none"> • Improve, adapt and extend current learning contexts that create opportunities for parental involvement to further involve community links. • Create a structured overview that includes clear opportunity to work collaboratively with parents/carers, family projects and the community in a new meta skills progression framework. • Establishment of 'Lainshaw Links' – an intergenerational initiative that will foster meaningful links between P1 and the residents of our local sheltered housing. 		<p>Lead – Victoria McFarlane PT</p> <p>All Teaching Staff</p> <p>Lead – Emily Dudgeon</p>	<ul style="list-style-type: none"> • The school's learning pathways take account of key features of the local community. • The school jointly plans and evaluates shared projects with partners. Feedback from partnership working indicate strong and effective relationships with the school. • Learners will share the impact of partnerships on their learning and wellbeing. 	<p>March 2026</p> <p>June 2026</p> <p>October 2025</p>
<p>All learners will experience a consistent whole school practice in the delivery of 1+2 Languages.</p>	<ul style="list-style-type: none"> • Ensure East Ayrshire 1+2 Language Frameworks for French are included in all forward plans and are being consistently used by all staff at all stages. • CLPL input at staff collegiate time on EAC framework and accessing supporting resources. • Collaborative professional learning approach with the Hearing Impairment team to the continuation of BSL learning for staff and learners. • Staff will build their confidence in sharing PLTA for French across our Education group network. 		<p>Leads – Louise McCutcheon, Emma Hunter & Brogyn McGill</p> <p>All Teaching Staff</p>	<ul style="list-style-type: none"> • All classrooms will have a 1+2 Languages learning display that is interactive for the pupils and updated regularly. • Staff will be invited to share good practice at collegiate time and share resources. • August In Service agenda includes HI Team BSL CLPL. 	<p>To maintain on track progress – termly monitoring of forward plans.</p> <p>HI Team CLPL – August 2025</p>

Our Wellbeing and Belonging: Improvement priority: What is going to be the focus of this priority?

Rationale

Key Areas for Improvement

- **Build on our inclusive practice through consistent whole school approaches that ensure our children at risk of low attendance, reduced participation and achievement are supported to be as fully included as possible.**
- **Learner attendance will be continually monitored and improve overall through our robust procedures.**
- **Learners who have experience of care are supported by staff to ensure improved attainment outcomes and wellbeing.**
- **Aim for Sport Scotland Gold Award by building on silver access to sporting opportunities for all learners.**
- **EAC Health and Wellbeing Progression Frameworks are consistently used across all stages.**

Rationale for Improvement

Within Lainshaw Primary we have:

- 20% of pupils are on our ASN log
- 5% of pupils are from Ethnic Minority backgrounds
- 5% identified pupils in our PEF Cohort from the 6 family types
- 12% of pupils are receiving well-being check-ins
- 94% attendance across the establishment recorded for session 23-24 (last available data)

Of our 20% of learners on the ASN Log, half are recorded as either identified neuro diverse or currently awaiting assessment. On top of this data, we believe there to be many more learners who show indicators of neurodiversity who cannot at this time access assessment. Our inclusive classroom practice has evolved to meet this need. Through our self-evaluation, we recognise there is a greater need to ensure consistency of approach to aid stronger transitions and to further develop Equality, Rights, Wellbeing, Diversity and Inclusion practices within our school and curriculum.

Attendance levels remain high but there is a drop in attendance for pupils in SIMD 3 and 4. In session 2019/20, attendance rose to 96% so we recognise that improvement is possible. Close monitoring of attendance amongst our SIMD 3 and 4 learners will be a priority as will increased interventions.

We achieved our Sport Scotland Silver Award in session 24-25 with many aspects of our practice identified as 'gold level'. Therefore we will build on the momentum created here to head towards achievement of Gold in this new session.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Parent/carers involvement & engagement		Performance information
HGIOS4 QIs:	3.1	2.4	1.5		2.1	2.7	1.3
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		Y Our attainment		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
All pupils will experience a culture of respect where they feel safe, included and nurtured through our enhanced universal supports.	<ul style="list-style-type: none"> Undertake professional learning on the CIRCLE Framework in collaboration with Educational Psychology. Audit inclusive classroom practice and begin implementation of CIRCLE Framework. Introduce an Inclusive Classroom Checklist. (PEF) Establish an Inclusion Pupil Voice Group. Further develop Equality, Rights, Wellbeing, Diversity and Inclusion practices within the school and curriculum through use of Education Scotland's Professional Learning Framework during collegiate time. 			✓	Lead - Johanna Flannagan PT Educational Psychologist – Jennifer McNellis All Teaching Staff	<ul style="list-style-type: none"> Baseline data will be collected on pupils who have lower school attendance/late coming coupled with ASN identification. On a termly basis, this data will be reviewed to measure impact of our approaches on these pupils. The pupil voice group will have their views on practice recorded and these will be used to implement any change necessary. They will also develop questionnaires to gather the views of children and families. 	To maintain on track progress - Termly reviews of attendance and late coming data coupled with Pupil Voice Group Feedback. Target for full implementation – June 2026
All learner attendance will be continually monitored and improve overall through our robust procedures.	<ul style="list-style-type: none"> Review our current attendance policies and procedures in line with East Ayrshire Council direction to ensure continued compliance. 			✓	Lead – Eileen Speirs DHT	<ul style="list-style-type: none"> Attendance rises 2% from 94% to 96% across the school. 	6 weekly attendance monitoring.

	<ul style="list-style-type: none"> • Use Team with the Family Meetings where necessary to develop a multi agency approach to attendance. • Develop approaches to engage parents and carers with establishing good patterns of attendance. • Build upon 6 weekly tracking procedures to track and monitor attendance. • Explore resources that would help support good attendance and provide interventions where children are experiencing attendance issues. (PEF) • Home Link Worker shared between Lainshaw (0.2) and Stewarton (0.8) Academy supports families at risk of low attendance and supports transitions.(PEF) 			<ul style="list-style-type: none"> • Attendance remains above the local and national average. • Learners with lower levels of attendance in our poverty-related attainment gap is tracked and demonstrates a 2% rise. 	Monthly TWTF Meetings planned in ASN calendar. Purchase of resources – June 2026
All learners who have experience of care are supported by staff to ensure improved attainment outcomes and wellbeing.	<ul style="list-style-type: none"> • Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority priorities. • All staff will complete Level 1-3 training • All staff will be clear on who our care experienced learners are and provide enhanced support that ensures improved wellbeing and educational outcomes. 		Lead – Fiona Mc Farlane DHT Emily Dudgeon All Teaching Staff	<ul style="list-style-type: none"> • The Promise is evident in practice. • Data is recorded and kept up to date by ASN Coordinator. • Track attendance and attainment of children with experience of care. Plan and add interventions if necessary. 	August 2025 Termly 6 weekly
All learners will have access to sporting and	<ul style="list-style-type: none"> • Create action plan for Sport Scotland Gold accreditation. 	✓	Lead – Darcy Duncan CT	<ul style="list-style-type: none"> • Gold Action Plan in place 	October 2025

physical wellbeing opportunities through our Sport Scotland Gold Award plan.	<ul style="list-style-type: none"> Collaborate with Active Schools Coordinators to plan for opportunities throughout the year. Audit access to sport of learners in our poverty-related attainment gap to ensure equity. (PEF) Audit sporting equipment currently available in school and compile resource list. 			<ul style="list-style-type: none"> Audit available to view for all staff New resources match need and purchased timeously. 	June 2026
All learners experience a consistent and progressive approach to learning in HWB as we embed EAC Health and Wellbeing Progression Frameworks.	<ul style="list-style-type: none"> Continue to embed EAC Planning for Learning, teaching and Assessment guidance and H&WB progression Frameworks. Action any updates for planning folders. Further develop our H&WB tracking and Monitoring system to ensure recording of GMWP data. Ensure HWB curriculum supports whole school needs as identified in the GMWP data. 		Lead – Johanna Flannagan PT All Teaching Staff	<ul style="list-style-type: none"> HWB planners include in all Forward Planners and monitored by SMT. GMWP Data collected and shared with all staff at collegiate meeting. All staff entering T&M data to include GMWP. 	August 2025 October 2025 Tracking Periods

Our Attainment, Destinations and Achievements: Improvement priority: **What is going to be the focus of this priority?**

Rationale

Key Areas for Improvement

- **Improve attainment in reading across the school and develop a whole school reading culture.**
- **Continue to improve attainment in writing by developing spelling skills as a tool for writing.**
- **Improve engagement and confidence of children within numeracy and mathematics experiences.**
- **Further develop consistent approaches to monitoring and tracking.**
- **Effective planning for PEF impact**

The school will work towards creating a positive culture of reading for enjoyment as well as attainment by registering for the Reading Schools Award. Clear auditing, planning and resourcing will ensure the teaching and learning of reading is improved across the school through this award, but particularly at the P4 and P7 levels where attainment is lower. Pupil Voice will be key in driving this improvement priority with the establishment of a Reading School Steering Group.

As part of our ongoing self-evaluation processes and review of attainment data, we have identified that attainment in reading at Primary 4 has remained generally lower than that of Primary 1 and Primary 7 over the last five year period. In our last two School Improvement Plan cycles, we have focused staff development, curriculum innovation and quality assurance processes on writing and listening and talking. We have seen improvement in attainment for these areas as a result and now intend to focus on raising attainment in reading. For session 23-24, attainment in reading at Primary 4 was 76%. In Primary 1, attainment in reading was 86% and attainment in Primary 7 was 89%. For session 24-25, the projected attainment in reading in Primary 1 is 94%, in Primary 7 is 89% and in Primary 4 is 74%. This provides us with a clear rationale for auditing reading practice within the school with a focus on Primary 4 but additionally, examining the data for P2 and P3 to establish where the gap initiates, the pedagogy being applied across these stages and whether current resourcing is impacting progress. Attainment in writing in P7 for session 25-26 is predicted to take a dip. This cohort are the learners who were impacted by Covid lockdowns in P1 and P2 and as such, foundation literacy skills were impacted. PEF Classroom Assistant support will be focused here. Finally, we also have some excellent attainment in reading across the school and aim to capitalise on this by improving our whole school reading culture.

Attainment in numeracy and reading is also predicted to dip in P7 for session 25-26, so targeted support will be provided for this cohort across literacy and numeracy.

Our approaches to tracking and monitoring are continually evaluated so that they remain robust and are improved where necessary. Our school attainment data collected from this drives our PEF planning. 35% of learners in our P7 cohort live in SIMD 3 and 4 with 26% of these learners not on track in literacy and numeracy. 39% of learners in our P4 cohort live in SIMD 3 and 4 with 15% of those learners not on track in literacy. PEF will be used to provide targeted support to close the poverty related attainment gap here.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Curriculum & assessment		Performance information
HGIOS4 QIs:	3.2	2.3	2.4	1.5	1.2	1.1
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning	Y Our Wellbeing		
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
<p>Improve attainment in reading across the school and develop a whole school reading culture.</p> <p>By June 2026, maintain current level and improve children's attainment in reading at:</p> <p>P1 predicted attainment is 82% P2 from 94% to 96% (1 pupil) P3 from 88% to 90% (1 pupil) P4 from 80% to 85% (3 pupils) P5 from 74% to 85% (7 pupils) P6 from 73% to 77% (2 pupils) P7 from 70% to 80% (7 pupils)</p>	<ul style="list-style-type: none"> Audit and review approaches to teaching and learning in reading across the school with a particular focus on Primary 4. Self-evaluate using EAC Reading self-evaluation tools to identify strengths and development needs. Audit reading resources across the school and identify areas for renewal or supplementation. (PEF) Update our school overview to ensure each reading skill is taught using appropriate texts and pedagogy at Early/First/Second/Third level. Ensure all learners are accessing Giglets and develop staff skill in utilising this resource appropriately. Register for Reading Schools award and develop a core action plan. Establish a Pupil Voice Steering Group for Reading Schools. Targeted learning support from PEF Classroom Assistants for P4 reading. (PEF) 		✓	<p>Lead – Wendy Larman PT</p> <p>All Teaching Staff</p>	<ul style="list-style-type: none"> Pre and Post pupil questionnaires Stretch Aim (June 26) for Reading attainment for P4 and P7. AiFL approaches demonstrate on-going assessment and provide feedback to learners. Pupils' ability to talk about their progress / next steps. Reading Benchmarks to support reliability of teacher judgements. Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of reading. ACEL data in tracking tool Phonological Awareness assessments in P1. 	<p>Stretch Aim set for June 26 based on data</p> <p>ACEL/progress and achievement tracking and monitoring data. - termly</p> <p>Pupil voice (qualitative feedback) in August and June 26</p> <p>Staff voice (qualitative feedback)</p> <p>Classroom observation feedback - termly</p>

<p>Continue to improve attainment in writing by developing spelling skills as a tool for writing.</p> <p>By June 2026, maintain current level and improve children's attainment in writing at:</p> <p>P1 predicted attainment is 82% P2 from 94% to 96% (1 pupil) P3 from 84% to 90% (4 pupils) P4 from 80% to 85% (3 pupils) P5 from 74% to 77% (2 pupils) P6 from 69% to 77% (4 pupils) P7 from 60% to 70% (7 pupils)</p>	<ul style="list-style-type: none"> Continue to develop and embed the whole school spelling approach (Wrap Around) and progression pathway across P4-7. P3 Staff to access & engage with professional learning and support to continue the rollout to P3. Adapt P6 and P7 approaches. In-house moderation of writing levels will be included in collegiate time agreement. Targeted learning support from PEF Classroom Assistants for P7 writing. (PEF) Continue to embed whole school approach to the teaching and learning of writing. 		<p>Lead – Fiona McFarlane</p> <p>Brogyn McGill</p> <p>All Teaching Staff</p>	<ul style="list-style-type: none"> Stretch Aim (June 26) for Writing attainment for P4 and P7. AiFL approaches demonstrate on-going assessment and provide feedback to learners. Pupils' ability to talk about their progress / next steps. Writing Benchmarks to support reliability of teacher judgements via EA Literacy Writing Assessment Tools - Early to Third Level for each genre ACEL data in tracking tool Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of writing. 	<p>Stretch Aim set for June 26 based on data</p> <p>ACEL/progress and achievement tracking and monitoring data. - termly</p> <p>Pupil voice (qualitative feedback) in August and June 26</p> <p>Staff voice (qualitative feedback)</p> <p>Classroom observation feedback - termly</p>
<p>Improve engagement and confidence of children within numeracy and mathematics experiences.</p>	<ul style="list-style-type: none"> Self-evaluate using East Ayrshire Numeracy and Mathematics self-evaluation tools to focus on improvement across key priorities within numeracy and mathematics. 	✓	<p>Lead – Eileen Speirs DHT</p>	<ul style="list-style-type: none"> Quality Assurance processes - Observations of classroom practice, tracking conversations and collegiate self-evaluation activity, pupil and parent voice PRD targets and review 	<p>Self-Evaluation, PRD, Classroom Observations and pupil voice set within QA and SE Calendar – August 2025</p>

<p>By June 2026, maintain current level and improve children's attainment in numeracy at:</p> <p>P1 predicted attainment is 82% P2 from 94% to 96% (1 pupil) P3 from 91% to 94% (2 pupils) P4 from 82% to 87% (3 pupils) P5 from 83% to 86% (2 pupils) P6 from 76% to 80% (2 pupils) P7 from 60% to 70% (7 pupils)</p>	<ul style="list-style-type: none"> Develop our core pedagogies relating to numeracy and mathematics using the East Ayrshire Raising Attainment in Numeracy Professional Learning Professional Learning Webinars and associated resources with a focus on Mental Maths. Agree and create an early, first and second level template for the 'Excellent Numeracy and Maths Lesson'. Targeted learning support from PEF Classroom Assistants for P7 numeracy. (PEF) 		<p>All Teaching Staff</p> <p>Numeracy Working Group</p> <p>Fiona McFarlane DHT</p>	<ul style="list-style-type: none"> Feedback and reflections from teachers engaging in numeracy and maths focussed CLPL and Teacher Learning Communities (TLCs) Assessment Data and Evidence Analysis of ACEL data in tracking tool (Progress to Stretch Aim) 	<p>Ongoing review of progress embedded within PL/TLC outline and collegiate time</p> <p>ACEL/progress and achievement tracking and monitoring data – termly tracking periods</p>
<p>All learners will have their attainment closely monitored through further developing consistent approaches to monitoring and tracking.</p>	<ul style="list-style-type: none"> Monitoring and Tracking Meetings are included in the school calendar four times per year. HT will lead all meetings to ensure rigorous and consistent scrutiny of attainment levels. Data gathered from Monitoring and Tracking inputs will be shared at collegiate meetings to ensure all staff are fully informed of ongoing progress. Support for Learning interventions will be directly linked to data 	✓	<p>Lead – Jennifer Martin HT</p> <p>All Teaching Staff</p>	<ul style="list-style-type: none"> Completed data and record of meeting kept. Data shared with all staff during collegiate time. CA timetable match support need. Progress is monitored termly for targeted support groups. All teaching staff know who is in the poverty related 	<p>Termly meetings set out in QA calendar. – August 2025</p> <p>CA Support timetables – August 2025</p> <p>PEF Support Plan in place – October 2025</p>

	<p>gathered from Monitoring and Tracking. (PEF)</p> <ul style="list-style-type: none"> • Data gathered from Monitoring and Tracking will be used to track attainment of learners in the poverty related attainment gap and further used to direct interventions to these learners. (PEF) 		Fiona McFarlane - DHT	attainment gap within their class.	
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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	94	94	100	94	94	P1	84	82	93	81	88	P1					
P2	88	84	100	82	91	P2	96	96	100	96	97	P2					
P3	80	75	98	75	82	P3	90	86	100	86	94	P3					
P4	74	74	97	72	83	P4	85	85	98	85	87	P4					
P5	73	69	100	69	76	P5	77	77	98	77	86	P5					
P6	70	60	91	61	60	P6	80	77	100	77	80	P6					
P7	87	87	98	87	81	P7	80	70	92	70	70	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	94							P1	94							P1	100							P1	94						
P2	86	88						P2	80	84						P2	100	100						P2	88	91					
P3	81	83	80					P3	74	75	75					P3	92	94	98					P3	89	85	82				
P4	76	80	79	74				P4	73	75	77	74				P4	83	92	92	97				P4	83	94	85	83			
P5	60	-	69	76	73			P5	56	-	69	69	69			P5	65	-	96	96	100			P5	69	-	73	76	76		
P6	-	-	-	74	72	70		P6	-	-	-	68	63	60		P6	-	-	-	84	85	91		P6	-	-	-	69	60	60	
P7	72	-	-	69	78	79	87	P7	65	-	-	69	80	81	87	P7	83	-	-	83	91	98	98	P7	75	-	-	66	76	77	81

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • We're helping all children build confidence and leadership skills by giving them chances to take part in pupil voice groups and by supporting staff through professional learning. • We're making sure every child gets high-quality learning by regularly reviewing and improving how we teach across the school. • We're working closely with other local schools—especially in subjects like French and STEM—to give children even more exciting and enriching learning opportunities. 	<ul style="list-style-type: none"> • We're designing a creative and inspiring Lainshaw curriculum that connects to the world our children live in today and helps them build important skills they can use in the future. • We're strengthening our links with the local community and finding new ways for parents and carers to be more involved in their child's learning. • We're continuing to explore new languages through the 1+2 approach, with a special focus on British Sign Language (BSL) as our third language, helping children become more confident and inclusive communicators.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • We're making sure every child feels included and supported by using whole-school approaches that help those at risk of missing school or falling behind to fully take part in learning and school life. • We're continuing to develop our Health and Wellbeing curriculum so that it meets the needs of every child and helps them feel safe, happy, and ready to learn. • We're working towards the Sport Scotland Gold Award by building on our current success, making sure all children have access to a wide range of fun and engaging sports opportunities. 	<ul style="list-style-type: none"> • We're working to improve reading across the school by creating a strong reading culture that helps every child enjoy books and become more confident readers. • We're helping children feel more confident and interested in numeracy and maths by making learning more engaging and meaningful. • We're continuing to develop clear and consistent ways to track each child's progress, so we can support their learning in the best possible way.