

**Littlemill
Primary School
& ECC
Improvement
Plan
2026-27**



**Establishment
Improvement
Plan
2026-27**

**School / Centre
Vision and Values**



Our vision is to “dig deep and build together.” At Littlemill, **friendship** is the mortar that holds together the building blocks of lifelong learning. We celebrate our history and rural heritage while also preparing our children for a bright, ambitious future. We aim to cultivate a learning environment where all children are supported to thrive academically, socially, and emotionally.

Our values of **Friendship**, **Positivity** and **Aspiration** underpin every aspect of school life. We promote these through assemblies, curriculum planning, and everyday interactions. Our core aims include:

- working together as a learning community,
- sharing resources and expertise,
- striving for excellence, and
- fostering a culture where every gain, no matter how small, is a victory.

Through a relentless hunger for improvement, we challenge ourselves, and our learners to exceed expectations.

Checklist

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

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

Pupil and parental strategic involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school/centre
Pupil voice will be used as evidence for improvement, not only as participation. Children will influence decisions through: • termly P1-3 and P4-7 learner conversations/learning walks focused on learning, challenge, feedback, relationships and inclusion; • ECC Plan-Do-Review, child voice, Learning Journals and review of changes to environments and experiences; • weekly assemblies, House/Vice Captains, Digital Leaders, Rights/UNCRC, eco/JRSO and other leadership roles; • pupil-friendly HGIOS4/self-evaluation activities and “You Said - We Did - Next Steps” feedback; • involvement in reviewing playground/wellbeing routines, wider achievement, community learning and transition; • through the Learning Goals and Pupil Target-Setting approach, co-construct and review age- and stage-appropriate learning goals in literacy and numeracy, normally one live goal in each area. Learners will identify evidence of progress and contribute to the decision to Achieve / Continue / Refine / set a New Target on an approximately six-week cycle.	Parents/carers will be partners in improvement, with engagement focused particularly on learning, attendance, ASN, wellbeing and transitions through: • Parent Council, Community Cuppa, open afternoons, class assemblies and Stay & Play; • targeted curriculum/learning workshops, including literacy, numeracy and understanding progress/next steps; • termly focused surveys/focus conversations rather than only broad satisfaction measures; • 6-8 weekly review with families where attendance, staged intervention or targeted PEF support is in place; • ECC sharing of Plan-Do-Review and Learning Journal evidence, with families encouraged to contribute interests and learning from home; • transition engagement at ECC-P1 and P7-secondary points, with feedback used to refine arrangements. <i>A concise “You Said - We Did - Next Steps” record will evidence where parent/carer feedback has altered provision or priorities.</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:

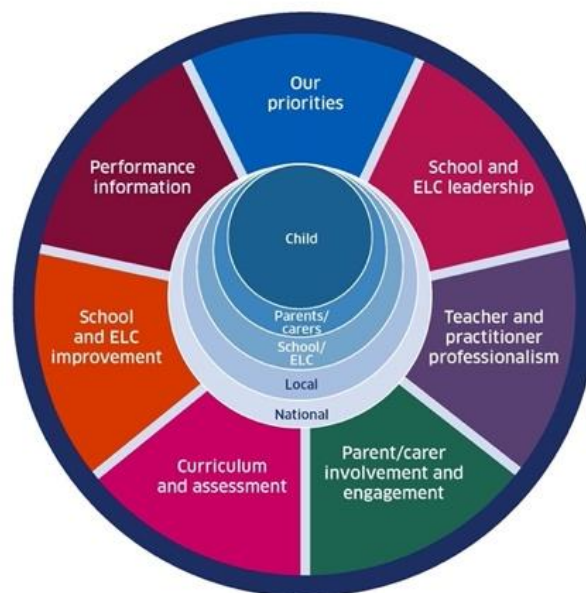
- Excellence through raising attainment and improving outcomes
- Achieving equity

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: 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: • Growth • Wellbeing • Fairness • Sustainability Action areas 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: Consolidate a rigorous, sustainable culture of self-evaluation, distributed leadership and stakeholder participation so that staffing, improvement activity and partnership work result in measurable gains for learners.

Agreed practice will include:

- one coherent quality-assurance cycle linking planning, observations, learner voice, tracking, moderation, staged intervention and improvement-plan review;
- clear action-impact-next step records for all monitoring activity;
- distributed leadership of the National Improving Writing Programme, ECC improvement aims and key inclusion/partnership work;
- use of disciplined Quality Improvement methods - including baseline evidence, Pareto analysis, run charts and small tests of change - where these sharpen evaluation;
- learner leadership and pupil-led self-evaluation through learning walks, committees and “You Said - We Did - Next Steps”;
- focused family/community partnership around learning, attendance, ASN, wellbeing and transitions; and
- clear governance and impact evaluation for any new external partnership, including the proposed Calm Clydesdale/Herd Life/EquiScholars pathway.
- staffing continuity and professional capacity are treated as improvement enablers, with deployment decisions evaluated for their effect on relationships, routines, pedagogy and learner outcomes;
- significant external/community partnerships and wider-achievement activity are evaluated through purpose, participation, curriculum/skills links, learner impact and a sustain/adapt/stop/scale decision.
- the Learning Goals and Pupil Target-Setting Policy is implemented as one proportionate whole-school formative system for P1-P7, linked directly to learner voice, feedback, planning, tracking and attainment rather than operating as additional paperwork

Rationale

The 2025-26 S&Q demonstrates a major shift from reactive inspection response towards a more coherent improvement system. The external SIP review confirmed that priorities were evidence-based, measurable and supported by appropriate monitoring. However, the school remains at the consolidation stage: strengthened systems now need to be applied consistently, evaluated for impact and sustained beyond inspection activity. Leadership should increasingly be judged by what changes for children rather than by completion of processes.

Key Areas for Improvement

- Embed consistent follow-through from QA activity into changed classroom/ECC practice.
- Strengthen staff-led enquiry, peer learning and shared accountability.
- Deepen pupil and parent influence in self-evaluation and improvement planning.
- Protect leadership capacity for assessment, moderation, inclusion and improvement rather than operational dilution.
- Maintain a concise evidence trail against HMIE improvement requirements and the new ELC Quality Improvement Framework.
- Protect the staffing stability which the 2025/26 S&Q identifies as a significant contributor to consistency of learning and teaching and pupil wellbeing, particularly in P4-7.
- Move from counting partnership activity to evaluating impact, equity and legacy; the 2025/26 evidence shows strong partnership breadth, but the next stage is to capture what changed for learners and which barriers were reduced.
- Use one partnership/wider-achievement impact framework so new opportunities do not create parallel monitoring systems or unnecessary initiative overload.

NIF key drivers:	School & ELC leadership	School & ELC improvement	Parent/carers involvement & engagement	Teacher & practitioner professionalism
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HGIOS4 QIs: 1.1, 1.2, 1.3, 2.7, 3.1	1.1	1.2	1.3	2.7	Select QI	Select QI
QIF ELC:	1.1 Leadership and management of staff and resources	1.3 Leadership of continuous improvement	4.2 Wellbeing, inclusion and equality	Select QI	Select QI	Select QI
ESIP key priorities:	N Teaching & Learning			N Our Wellbeing	N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
• Children experience consistent expectations for learning, support, challenge and wellbeing across both primary classes and the ECC. • Children can identify at least one way their views have influenced learning, provision or school/ECC improvement. • Staff and practitioners lead defined improvement work and can explain the evidence used, the action taken and the impact on learners. • Parents/carers can identify clear routes to influence decisions about learning, attendance,	• Implement one 2026-27 QA/self-evaluation calendar linking planning/feedback, learning visits, pupil voice, tracking, moderation, staged intervention, ECC evidence and SIP review. • Use one monitoring record for every QA activity: question explored -> evidence -> evaluative finding -> agreed action -> lead/date -> impact -> next step. • Complete planning/feedback reviews in September, January and April; each meeting begins by checking the previous agreed actions. • Complete tracking/monitoring meetings in October, February and May, triangulating attainment, attendance, ASN, wellbeing and engagement.		PEF impact is reviewed through the same school improvement cycle. Where leadership time or staff deployment supports a named equity intervention, baseline, additionality, review evidence and pupil-level impact will be recorded.	HT/DH T/PT CTs/EL CPs Priority leads Pupils/families	• 100% of scheduled QA activities are completed or explicitly rescheduled, and 100% record an evaluative finding, action and follow-up. • Each SIP priority has termly evidence of changed practice and learner impact, not only implementation. • At least 90% overall positive learner-experience rating is sustained in P1-3 and P4-7 learning walks, with improvement in identified weaker interaction/environment items. • 100% of staff/practitioners can identify their improvement responsibility and the evidence they use to evaluate it by the mid-year review.	• Aug-Sep: confirm QA calendar, improvement leads, baseline stakeholder voice, HMle evidence map and ECC baselines. • 7 Sep: first planning/feedback review; confirm actions and evidence required. • 20 Oct: first tracking/monitoring review; update pupil-level priorities and intervention decisions. • Late Oct/early Nov: inspection-readiness evidence review against HMle areas for improvement.

ASN, wellbeing and transitions. • ECC children benefit from increasingly consistent Plan-Do-Review, numeracy and wider-world practice because practitioner leadership is monitored and supported. • Improvement activity is proportionate and coherent: one evidence cycle is used wherever possible rather than parallel systems. • Children benefit from stable, clearly accountable staffing arrangements and continuity of routines, relationships and expectations; any unavoidable staffing change is managed to protect learning and wellbeing. • Children and families can see that major partnerships and wider-achievement opportunities are selected because they deepen learning, reduce	• Complete two formal pupil-learning-walk/learner-conversation cycles in each primary class and an equivalent ECC child-voice/Plan-Do-Review evidence cycle. • Allocate distributed-leadership responsibilities linked directly to SIP strands: learning/teaching, moderation, attendance/inclusion, wider achievement and ECC improvement. • Use staff enquiry/peer observation around one agreed improvement question, with ASPE/UWS/cluster collaboration used where it adds value. • Maintain evidence map showing each area for improvement, implementation evidence, measurable learner impact, remaining gap and next action. • Complete termly SIP RAG review based on impact rather than task completion; stop or simplify actions that do not add value. • Use focused parent/carer feedback each term and publish concise "You Said - We Did - Next Steps" evidence. • Protect PT/DHT/HT professional capacity for assessment, moderation, targeted teaching, staged-intervention review and improvement leadership rather than routine operational cover.			• Pupil and parent/carer feedback produces at least one evidenced "You Said - We Did" change per term. • 100% of ECC practitioners demonstrate understanding of Plan-Do-Review and participate in regular reflection/monitoring. • ECC numeracy interaction evidence in Learning Journals would see 75% making good progress in targeted outcomes; the numeracy/mathematics environment audit moves from 3 (satisfactory) towards 5 (very good). • Evidence map is current at each SLT review and demonstrates implementation -> impact -> next step for all inspection areas. • NIWP leadership evidence shows a clear baseline, teaching aims, run-chart review and documented decisions to adapt/spread practice. • Any external equine-assisted partnership has an agreed rationale, referral criteria, school-linked outcomes and	• 6 Nov: TP1 evidence checkpoint; update evidence map and SIP RAG. • 11 Dec: formal mid-year SIP review - continue/adapt/stop/simplify decisions. • 18 Jan / 1 Feb: second planning and tracking cycle; review consistency and leadership impact. • 17 Apr / 5 May: third planning and tracking cycle; secure evidence of sustained practice. • May-Jun: final stakeholder evaluation, S&Q synthesis and 2027-28 priority recommendations. • Sep-Oct: confirm NIWP leads, Writing stretch aim and first Quality Improvement teaching aim; agree partnership protocol with Calm Clydesdale if proceeding.
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barriers or build skills - not simply because they are available. • Primary pupils increasingly understand and own their learning goals, while staff use target-review evidence to adapt teaching, grouping, support and challenge.	• ECC leads will review Plan-Do-Review, numeracy and wider-world aims together through practitioner reflection, Learning Journals, child voice and environment/interaction evidence. • Nominate a NIWP teaching lead and SLT improvement lead; use NIWP Quality Improvement tools as a live exemplar of evidence -> test of change -> data -> adaptation -> spread. • Agree a named school lead for the proposed Calm Clydesdale partnership; define referral/governance, safeguarding/consent, outcome measures, information-sharing and review arrangements before implementation. • Maintain a Partnership and Wider Achievement Impact Tracker for significant provision, recording purpose, target learners, planned Experiences and Outcomes/skills, participation and equity, pupil/family voice, evidence of impact and the decision to sustain, adapt, stop or scale. • Map the strongest existing pathways - Ayrshire College/garden-hut learning, The King's Foundation, Doon Academy transition, Bookbug/Family Friday and any agreed Calm Clydesdale pathway -			termly evaluation rather than being treated as an activity-only offer. • By December 2026, 100% of pupils are represented on the wider-achievement participation is reviewed termly by pupil and relevant equity group. • 100% of significant partnerships have an impact record and a documented sustain/adapt/stop/scale decision by the final SIP review. • Staffing/deployment review evidence demonstrates that protected professional capacity and class continuity are being used deliberately to improve learning, teaching, assessment and wellbeing rather than as generic cover. • 100% of P1-P7 pupils participate in the learning-goal approach at an age- and stage-appropriate level; records normally show one current Literacy goal and one current Numeracy goal, with completed goals retained as a longitudinal learning history.	• Termly: report NIWP and external-partnership impact through the same SIP evidence cycle. • Aug-Sep: establish the Partnership/Wider Achievement Impact Tracker; map sustained partners and major experiences to SIP outcomes, curriculum/skills and target learners. • Dec / Mar / Jun: termly partnership, participation-equity and staffing-deployment review; record sustain/adapt/stop/scale decisions and any 'You Said - We Did' changes. • Aug-Sep: launch the Learning Goals and Pupil Target-Setting Policy, agree digital/recording expectations and establish baseline pupil voice on whether children can explain
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	to a specific SIP outcome before continuation or expansion. • Review staffing deployment at each formal SIP checkpoint so stable class-teacher responsibility, protected PT/DHT/HT professional capacity and continuity for pupils are maintained wherever possible. • Require any proposed new initiative or partnership to demonstrate fit with an existing SIP priority, intended learner outcome and success measure before adoption. • Implement the Learning Goals and Pupil Target-Setting Policy from August 2026. Use one whole-school approach in which pupils normally maintain one live Literacy goal and one live Numeracy goal, reviewed through an approximately six-week Identify -> Co-construct -> Teach and practise -> Check and respond -> Gather evidence -> Review and move on cycle. • Include pupil target-setting within the QA cycle through pupil voice, learning visits/work sampling, professional dialogue and tracking/attainment review. Monitoring will test whether goals are visible in learning and feedback, whether pupils can explain them, and whether			• By the mid-year review, staff can explain how pupil-goal evidence has informed planning, grouping, feedback, support or challenge, and the first implementation-cycle review records any agreed simplification or refinement.	what they are improving and how they will know. • Oct: complete the first approximately six-week target-setting review and QA sample; use pupil voice, work sampling and staff dialogue to decide continue/adapt/simplify. • Dec-Jan / Feb-Mar / Apr-May: sample successive target cycles alongside tracking, moderation and learning visits; June: evaluate impact and proportionality for the 2027/28 review.
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	teachers are using the evidence to change teaching. • Complete a workload/proportionality check after the first implementation cycle and again at the final SIP review; simplify or remove any element that creates work without improving learning, feedback, support or professional judgement.				
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Teaching and Learning Together: Improvement priority: Embed consistently high-quality learning, teaching and assessment, with a whole-school Writing improvement focus through the National Improving Writing Programme (NIWP), strong moderation, learner agency, authentic curriculum contexts and evidence-informed collaborative teaching.

Agreed practice will include:

- consistent use of the Littlemill 'Excellent Learning and Teaching' and 'Excellent Experience' framework;
 - a shared NIWP-informed approach to Writing, including Quality Improvement methods, a school-agreed writing bundle and explicit development of Tools for Writing;
 - clear learning intentions, success criteria, self/peer assessment, effective feedback and appropriately high challenge;
 - forward planning that shows progression, differentiation and assessment evidence;
 - termly moderation of independent Writing and regular moderation of Numeracy/other agreed areas;
 - learner target-setting and involvement in improvement data so children can describe progress and next steps; and
 - ECC responsive planning through Plan-Do-Review, numeracy/mathematical thinking and wider-world learning.
- major external/community experiences are planned as part of curriculum progression, with explicit Experiences and Outcomes, skills, assessment and follow-up rather than sitting alongside the curriculum;
- effective elements of the 2025/26 P4-7 Numeracy model - staffing continuity, assessment-informed flexible grouping and class teacher/Principal Teacher team teaching - are retained or adapted where current evidence shows benefit.
- consistent P1-P7 Learning Goals and Pupil Target-Setting approach that makes next steps visible, strengthens learner agency and connects assessment, feedback, planning and responsive teaching;

Rationale

The complete 2025/26 integrated attainment analysis identifies Writing/spelling as Littlemill's clearest whole-school literacy improvement priority. TP3 Writing was 76.9%, P4 ACEL Writing 66.7% and P7 ACEL Writing 40%. NGST mean SAS increased only modestly from 89.5 to 90.9 and remained below the national mean, with a weaker second half of the year. SNSA and professional evidence show that the issue is broader than spelling alone: grammar/punctuation, sentence construction, vocabulary and the transfer of accuracy into sustained independent Writing require sharper teaching. NIWP therefore provides a well-matched improvement methodology rather than an additional disconnected initiative.

Reading is a relative strength and Mathematics/Numeracy has accelerated strongly (NGMT mean SAS 88.6 -> 100.4), so Teaching & Learning work should protect these gains while concentrating the greatest improvement intensity on Writing. Existing learning-walk evidence remains positive but challenge, interactions and learner ownership continue to require attention. ECC evidence continues to justify the established Plan-Do-Review, Numeracy and wider-world aims.

Key Areas for Improvement

- Use NIWP to improve the quality, consistency and impact of Writing teaching across both composite classes.
- Identify high-leverage Writing needs through baseline/Pareto analysis rather than assuming one generic deficit.
- Strengthen Tools for Writing, vocabulary, grammar/punctuation, spelling/orthography/morphology and transfer into independent writing.
- Increase pupil ownership through self/peer assessment, shared data and explicit next-step dialogue.
- Use moderation and Writing Benchmarks to improve reliability of teacher judgement and expectations.
- Maintain high challenge in Reading and deepen mathematical reasoning/application while sustaining successful Numeracy intervention.

ECC-specific improvement aims for 2026-27

- Plan-Do-Review: embed children's ideas, choices and reflection so they increasingly lead learning and inform responsive planning.

• Numeracy: increase confidence and mathematical thinking within play/everyday experiences, especially number sense, mathematical language and problem-solving. • Wider world: increase confidence, independence and understanding of the local community through purposeful experiences, public transport and local places. • The revised S&Q also identifies authentic, outward-facing curriculum contexts as a strength: Burns and Scots culture, performance, sustainability, community events, vocational learning, food/horticulture and real audiences created meaningful applications of literacy, numeracy and meta-skills. The 2026/27 task is to connect these experiences more explicitly to planned progression and assessment. • Staffing continuity in P4-7 and the assessment-informed split-group/team-teaching approach contributed to greater consistency, more precise support, consolidation, pace and challenge. These principles should be protected where they remain appropriate to the 2026/27 cohort.						
NIF key drivers:	Curriculum & assessment		Teacher & practitioner professionalism	School & ELC improvement		Performance information
HGIOS4 QIs: 2.2, 2.3, 2.4, 3.2	2.2	2.3	3.2	Select QI	Select QI	Select QI
QIF ELC:	3.1 Playing, learning and developing	3.2 Curriculum	3.3 Learning, teaching and assessment	Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership			N Our Wellbeing		N Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions		PEF ✓	Who	Measures	Review/milestones
• Children make accelerated progress in Writing and increasingly transfer taught spelling, vocabulary, grammar and punctuation into independent work. • Children can explain the Writing focus, use success criteria/self- and peer-assessment and identify what they need to improve next.	• Participate in CYPIC NIWP professional learning and dialogue through the identified teacher/SLT lead(s), then plan explicit whole-school spread rather than restricting learning to the initial participant(s). • Use baseline independent Writing and a Pareto chart to identify the first high-leverage teaching focus. Integrated evidence suggests likely priorities in Tools for Writing/vocabulary, grammar/punctuation and transfer of spelling accuracy, but the NIWP baseline will determine the exact focus.		PEF supports targeted assessment, teaching/intervention and access where poverty-related barriers overlap with literacy, numeracy, attendance, engagement	HT/DH T/PT NIWP teacher /lead CTs/EL CPs CYPIC/ EA NIWP team Support staff / cluster	• Whole-school Writing stretch aim: increase from the validated 76.9% TP3 national-benchmark baseline to at least 85% by June 2027, subject to September cohort validation; counts and individual trajectories accompany the percentage. • NIWP baseline/Pareto and 2-3 short-term teaching aims are established; run charts demonstrate whether selected teaching changes produce	• Aug-Sep: validate Writing baseline/stretch aim; NIWP professional learning begins; complete Pareto analysis and agree Teaching Aim 1; baseline pupil voice and moderated Writing sample. • Oct-Nov: run-chart Teaching Aim 1; first observation/pupil conversation; analyse

• Children experience consistent Writing pedagogy and appropriately high challenge across the multi-composite classes. • Teacher judgements are increasingly reliable because they are supported by moderated independent Writing, benchmarks, diagnostic evidence and professional dialogue. • Reading strength and mathematics/numeracy acceleration are sustained while reasoning, depth and non-routine application increase. • ECC children increasingly plan, sustain and review their own learning; use mathematical language and problem-solving spontaneously; and build confidence/independence through local-community learning. • Children apply Writing, Numeracy and wider skills	• Agree and implement the school Writing bundle, balancing explicit Tools for Writing teaching with genre-focused writing and meaningful opportunities for extended independent application. • Strengthen whole-school spelling through phonics, orthography and morphology, cumulative retrieval and deliberate transfer into authentic Writing. • Set 2-3 short-term NIWP teaching aims for identified class/group needs; collect frequent run-chart data, analyse variation and use small tests of change before moving to the next focus. • Involve pupils in collecting/understanding improvement data and use self/peer assessment so they can identify strengths, improvements and next steps in their own/others' Writing. • Moderate independent Writing at least termly using CfE Writing Benchmarks, with cluster/small-school professional dialogue where possible. • Where non-attainment persists, use root-cause/Fishbone analysis and diagnostic evidence (including ASN, dyslexia/EAL expertise where relevant) to adapt teaching or targeted support.	or ASN. The 2026-27 model combines approx. 0.8 FTE CA with protected PT/DHT professional capacity.	partners	improvement and are used to decide adapt/continue/spread. • Moderated independent Writing shows improved application of the identified Tools for Writing focus, with evidence of transfer rather than isolated-skill success only. • Pre/post pupil voice shows increased confidence/enjoyment and a greater proportion of pupils can explain their Writing progress and next steps. • Staff voice and observation evidence show increased confidence and consistency in Writing pedagogy; NIWP learning is visible beyond the initial participant(s). • Reading remains at/above 90% on national-benchmark tracking and mathematics/numeracy remains at/above 85% while matched standardised data demonstrates sustained progress/depth. • Existing ECC success measures remain: at least 100% of sampled Plan-Do-Review records evidence child voice/responsiveness;	data and adapt/continue before moving focus. • Dec-Jan: first formal Writing moderation and NIWP review; evaluate transfer into independent Writing; set Teaching Aim 2 where evidence supports. • Feb-Mar: mid-year pupil/staff voice, run-chart review and targeted root-cause analysis for pupils not accelerating; second moderation/learning visit. • Apr-May: Teaching Aim 3 or deliberate spread of proven practice; final learning-walk/moderation cycle and targeted Writing support review. • May-Jun: final Writing assessment/ACEL, pupil and staff voice, NIWP impact evaluation and decision on sustain/scale/refine for 2027/28.
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in authentic contexts with real purposes and audiences, and can explain how external/community learning connects to classroom learning. • P4-7 pupils experience continuity of teaching and, where assessment indicates, smaller flexible teaching groups that provide both additional explanation and greater depth/challenge. • Every primary pupil can participate meaningfully in setting and reviewing learning goals and increasingly explain what they are improving, why it matters, what success looks like, what evidence shows progress and what comes next. • Learners experience more precise feedback, personalised support and challenge because teachers use individual and class-wide goal patterns to adapt teaching	• Use the Littlemill Excellent Learning and Teaching and framework, planning/feedback review and learning walks to test whether NIWP learning is visible in everyday classroom practice. • Introduce the ECC Plan-Do-Review, OWL/Chatting Together, numeracy-environment audit and purposeful wider-world/community learning actions. • Before each significant external/community experience, identify the intended Experiences and Outcomes, relevant Benchmarks/ learner group and follow-up evidence; after the experience, capture learning and next steps rather than only participation. • Use authentic contexts already established through Burns/community events, sustainability, performance, outdoor learning, vocational partnerships and real audiences as purposeful opportunities for extended independent Writing within the NIWP approach. • Retain or adapt assessment-informed P4-7 Numeracy split-group/team-teaching where staffing and current learner need justify it. Grouping will remain flexible and be reviewed through tracking evidence rather than becoming fixed ability grouping.		• all children with sufficient attendance progress in selected numeracy indicators; numeracy interaction/environment measures improve; wider-world confidence/independence progresses. • Termly planning/QA sampling shows that 100% of major external/community learning experiences have an explicit curriculum/skills purpose and follow-up learner evidence. • Each primary class contributes at least one moderated independent Writing sample per term arising from an authentic purpose/audience, alongside NIWP teaching-aim evidence. • Where split-group/team teaching is used, 6-8 weekly review shows whether targeted pupils are consolidating gaps and whether secure/higher-attaining pupils are receiving increased depth and challenge; grouping is adapted if impact is not evident. • Pupil voice demonstrates progressive learner agency: by December at least 80% of	• ECC Plan-Do-Review, Numeracy and wider-world milestones continue termly alongside the primary Writing cycle. • Aug-Sep: map the first-term major partnership/community experiences to curriculum progression and identify where they will provide authentic NIWP Writing or Numeracy application. • Oct-Nov / Feb-Mar / May-Jun: review the impact of collaborative/split-group teaching and authentic-context curriculum evidence alongside NIWP, tracking and learning-walk evidence. • Aug: introduce the policy, digital workflow and examples of high-quality pupil-friendly goals; establish baseline pupil voice.
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rather than simply recording targets.	• Use collaborative planning between class teacher, PT/DHT and support staff to ensure targeted teaching is an intensification of agreed classroom pedagogy, not a disconnected parallel intervention. • Use the Littlemill learning-goal cycle as a formative teaching process: Identify the most useful next step from recent evidence; Co-construct the goal and success criteria with the learner; Teach and practise it through normal learning; Check and respond through feedback; Gather the best evidence of independent progress; then Review and decide Achieved / Continue / Refine / New Target. • Normally maintain one live Literacy goal and one live Numeracy goal per pupil. Goals should be specific, teachable and pupil-friendly, normally using "I can..." language; additional goals are used only where there is a clear educational rationale. • Use targets as part of everyday teaching rather than as additional assessment tasks. Evidence may include independent work, observation, pupil explanation, photographs/digital products, short assessment tasks,			sampled pupils can explain their current learning goal and what success looks like; by June the aim is at least 90%, with accessible communication methods used where required. • Learning visits/work sampling show goals influencing teaching, feedback and pupil action rather than merely being displayed or recorded; professional dialogue identifies examples where goal-review evidence has changed planning, grouping, support or challenge. • Target records demonstrate an approximately six-week review rhythm where evidence supports it, with completed goals retained rather than overwritten and review decisions recorded as Achieved / Continue / Refine / New Target. • Staff feedback after the first cycle and at year end indicates that the system is useful and proportionate; any duplicated recording or low-value process is simplified.	• Sep-Oct: first complete target cycle; moderate target quality and evidence, sample pupil understanding and review workload/proportionality • Nov-Dec: second cycle; use shared Literacy/Numeracy goal patterns to adapt planning and grouping and connect Writing goals explicitly to NIWP evidence. • Jan-Mar: review target-setting evidence alongside TP2, moderation and learner conversations; adapt for pupils whose attendance/ASN/communication needs affect access. • Apr-Jun: final cycles; evaluate whether pupils can explain goals/evidence/next steps, whether gaps are reducing and whether the system
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	moderated work and wider tracking information. • Use Microsoft Planner as the staff-facing overview (one bucket per pupil; normally one live Literacy and one live Numeracy task), OneNote Class Notebook for private pupil reflection/evidence/feedback where appropriate, and the My Learning Goals Tracker as the longitudinal overview. Sensitive ASN, wellbeing, child-protection or family information will not be recorded on pupil-accessible shared boards. • Align Writing goals with NIWP teaching aims and moderated independent Writing, and Numeracy goals with current diagnostic evidence and reasoning/problem-solving priorities. Shared goal patterns will inform whole-class teaching, flexible grouping and targeted intervention. • Adapt goal language, evidence and review for communication, developmental and additional-support needs using symbols, photographs, oral reflection, supported choice or practical demonstration where appropriate. Coordinate goals with staged-				should be sustained, refined or simplified for 2027/28.
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	intervention/support plans to avoid competing target systems.				
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Our Wellbeing and Belonging: Improvement priority: Sustain the recovery in attendance, inclusion and regulation through precise, relational and preventative support, while ensuring equitable access to community, family and wider-achievement pathways that strengthen engagement, confidence and belonging.

Agreed practice will include:

- weekly attendance monitoring with early, relational intervention;
- individual attendance/support plans for pupils below 90%, prioritising ASN and care-experienced learners;
- consistent staged-intervention review and personalised planning;
- nurture, regulation and trauma-informed approaches embedded across school and ECC;
- planned multi-agency/family collaboration and targeted community partnership;
- exploration of a formal pathway with Calm Clydesdale Therapeutic Centre/Herd Life and the EquiScholars curriculum for identified pupils whose regulation, attendance, confidence, peer relationships or engagement create barriers;
- pupil voice in wellbeing, relationships and the learning environment; and
- high-quality transition planning between ECC-P1 and P7-secondary.
- equitable participation in residential, cultural, sporting, vocational, outdoor and community opportunities is monitored so wider achievement strengthens belonging for those who face the greatest barriers;
- the ECC community-hub approach through Bookbug, Family Friday, family consultation and specialist signposting is sustained where participation and family feedback show value.

Rationale

Attendance improved substantially from 83.7% in 2024/25 to 90.2% by Period 6 in 2025/26 and exclusions reduced sharply. However, vulnerability remains concentrated: ASN attendance was 85.4%, care-experienced attendance 70.7%, and the final standalone period fell to 84.5% with increased unauthorised absence. Littlemill also has a disproportionately complex inclusion profile: 47% ASN, around one in five pupils at Stage 2, and all pupils in the recorded SIMD profile in Quintiles 1 and 2. The strategic response must therefore be increasingly individualised.

The proposed local Calm Clydesdale partnership offers a potential additional route for pupils who find traditional support settings difficult. The Herd Life programme is underpinned by the EquiScholars curriculum and is designed to develop emotional regulation, nervous-system awareness, resilience, self-confidence, problem-solving, communication, mindfulness and body awareness. Its Rankinston location may reduce travel and familiarity barriers. Any use will be goal-led, reviewed and integrated with school strategies rather than treated as a stand-alone activity.

Key Areas for Improvement

- Sustain whole-school attendance improvement and prevent late-session deterioration.
- Reduce the attendance gap for ASN pupils and provide intensive support for care-experienced/very-low-attending learners.
- Maintain the improved exclusion/regulation trajectory and strengthen prevention.
- Ensure staged intervention changes provision when evidence shows insufficient impact.
- Strengthen family voice and multi-agency/community partnership around attendance, regulation and engagement barriers.
- Test whether targeted equine-assisted/community learning improves agreed individual outcomes for selected pupils.
- Use ECC Early Intervention, family learning, communication/language, play, outdoor learning and transition to reduce later intensity of need.
- The wider-achievement evidence shows that belonging and wellbeing were strengthened through multiple contexts - sport, performance, residential challenge, community contribution, practical learning and family-facing provision. Because different pupils experience competence in different ways, equitable access to these opportunities is part of the inclusion strategy rather than an optional extra.

Family engagement is a developing strength, particularly through the ECC. The next step is to close the feedback loop by showing how family participation and consultation change provision and which offers should be sustained or adapted.						
NIF key drivers:	Parent/carers involvement & engagement		School & ELC leadership	School & ELC improvement		Select driver
HGIOS4 QIs: 2.4, 2.6, 2.7, 3.1	2.4	2.7	3.1	Select QI	Select QI	Select QI
QIF ELC:	4.1 Nurturing care and support	4.2 Wellbeing, inclusion and equality	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership		N Teaching & Learning	N Our attainment		
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
- More children attend regularly and experience continuity in learning, relationships and intervention. - Learners with ASN/care experience receive timely, coordinated support matched to the actual barrier affecting attendance, regulation or engagement. - Children experience a safe, predictable and relational environment that supports belonging, regulation and readiness to learn.	- Maintain a live attendance dashboard reviewed weekly by HT/DHT; record named action for every pupil below 90% and respond early to emerging unauthorised absence. - Create/review individual attendance and wellbeing plans for priority ASN and care-experienced learners at least every 4-6 weeks with family and partners. - Track ASN and care-experienced attendance separately from the whole-school average so improvement does not conceal vulnerability. - Use staged-intervention meetings to triangulate attainment, attendance, wellbeing, regulation, participation and family context; record continue/adapt/intensify/exit decisions.		Targeted CA capacity and associated intervention is used where poverty-related barriers affect attendance, regulation, engagement, literacy/numeracy access or participation. Each significant intervention records	HT/DHT/PT ASN/attendance lead CTs/ELCPs / CA Families / partners Calm Clydesdale lead (if agreed)	- Whole-school attendance reaches at least 92% across 2026/27 and avoids the late-session deterioration seen in 2025/26. - The ASN/non-ASN attendance gap reduces from 8.8 percentage points; every pupil below 90% has a current reviewed action/plan. - Each care-experienced learner has an individual attendance/wellbeing target and evidence of review at every tracking point. - Exclusion incidents/openings remain substantially below the 2024/25 baseline	- Aug-Sep: baseline attendance/inclusion dashboard; identify pupils below 90%; refresh staged-intervention plans; meet Calm Clydesdale to agree whether/how a pilot partnership will operate. - Weekly: attendance review and early response to unexplained/unauthorised absence. - Oct: first formal tracking/staged-intervention review; if equine pilot proceeds,

• Selected pupils accessing Herd Life/EquiScholars develop agreed school-linked outcomes such as regulation, confidence, resilience, communication, relationships and engagement. • Families understand support plans, know who is coordinating them and are active partners in review. • ECC children build confidence, independence and belonging through inclusive community experiences and responsive support. • All pupils, including those affected by poverty, ASN, attendance or regulation barriers, have equitable access to wider-achievement/community opportunities and experience at least one context in which their strengths and contribution are recognised.	• Maintain relational, restorative, nurture and regulation approaches; analyse incidents for antecedents/unmet need and sustain the 2025/26 improvement in exclusions/dysregulation. • Develop a partnership/referral protocol with Calm Clydesdale Therapeutic Centre if the pilot proceeds: identify suitable pupils, agree goals with child/family/provider, complete safeguarding/consent/risk processes and plan how learning/strategies transfer back to school. • For each Herd Life/EquiScholars participant, use an individual pre/post profile covering relevant attendance, engagement, regulation, confidence, communication/relationships and child voice; provider feedback informs school support planning. • Use pupil SHANARRI/wellbeing voice and learning-walk evidence to identify relationship, environment and participation barriers and act on findings. • Develop the ECC inclusion dashboard and continue wider-world experiences as a planned wellbeing/inclusion approach. • Strengthen ECC-P1 and P7-secondary transition plans and use parent/child	baseline, intended outcome, review point and impact.		and repeated incidents trigger documented prevention review. • For any Herd Life/EquiScholars participant, 100% have agreed baseline goals and review evidence; individual trajectories show whether there is positive movement in the selected regulation, confidence, relationships, engagement and/or attendance outcomes. • School/provider feedback identifies transferable strategies that are then evident in classroom/support planning; where no progress is evident, the intervention is adapted or discontinued. • ECC attendance/inclusion dashboard is reviewed termly and child voice/observations show increasing confidence and independence in community experiences. • 100% of pupils are included in the participation/wider-achievement tracker; repeated non-participation by a priority learner has a	establish individual goals and baseline profiles before participation. • Nov-Dec: family/multi-agency review for priority pupils; review early provider feedback and transfer of strategies to school. • Feb: mid-year attendance/ASN/care-experienced and partnership review; adapt or stop interventions that are not changing outcomes. • Mar-Apr: ECC inclusion/community participation review; evaluate equine-assisted pupil voice, engagement and regulation evidence where applicable. • May-Jun: final attendance, inclusion, regulation, family/partner and transition evaluation; decide whether to
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• Families experience the school/ECC as a route into early literacy, play, community connection and specialist support, with their feedback influencing provision.	feedback to evaluate readiness and continuity. • Track participation in residential, cultural, sporting, vocational, outdoor, family/community and partnership opportunities by individual pupil and relevant equity group; identify non-participation patterns and remove barriers such as cost, transport, attendance, regulation or confidence. • Use wider-achievement experiences intentionally within wellbeing plans where they provide a meaningful route to confidence, relationships, regulation, engagement or attendance; link outcomes back to SHANARRI and staged-intervention review. • Continue Bookbug, Family Friday, ECC parent consultation and specialist signposting as a connected family-support pathway; use participation, family voice and observed child/family outcomes to decide what to sustain, adapt or extend.			recorded reason, barrier-removal action and review. • At least one family/community offer is formally reviewed each term using participation and family voice, with a documented sustain/adapt/stop/extend decision. • Pupil voice from a representative sample shows increased confidence, belonging or willingness to participate following targeted wider-achievement/community experiences.	sustain/scale/refine the partnership for 2027/28. • Oct / Feb / May: participation-equity review alongside attendance/staged intervention; identify pupils missing wider opportunities and agree barrier-removal action. • Dec / Mar / Jun: review ECC family/community provision, participation and feedback; publish the resulting change or sustain/adapt decision.
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Our Attainment, Destinations and Achievements: Improvement priority: Raise Writing attainment and close literacy/equity gaps through NIWP, sustain mathematics/numeracy acceleration and Reading strengths, and strengthen wider achievement, skills and transition.

Agreed practice will include:

- a whole-school Writing stretch aim supported by NIWP Quality Improvement methods and frequent short-cycle data;
- diagnostic, subject-specific intervention for pupils below national expectations, with 6-8 weekly review;
- continued use of standardised, SNSA, CfE and moderated evidence as complementary sources;
- sustaining effective Numeracy intervention while increasing reasoning and non-routine application;
- precise tracking of ASN/disadvantage/attendance-related gaps and PEF additionality;
- wider-achievement/meta-skills tracking, including community/equine opportunities where agreed; and
- planned transition profiles that transfer attainment, standardised assessment, successful supports and intervention history.
- pupil learning goals provide the formative bridge between assessment/tracking evidence and daily teaching, with normally one live Literacy goal and one live Numeracy goal reviewed approximately every six weeks;

Rationale

The complete integrated attainment analysis shows a positive but differentiated 2025/26 trajectory. TP3 national-benchmark outcomes were Reading 92.3%, Writing 76.9%, Listening & Talking 100%, Numeracy 84.6% and Health & Wellbeing 100%. P1 ACEL was 100% across all four areas; P4 was 100% Reading, Listening & Talking and Numeracy and 66.7% Writing; P7 was 40% Reading, Writing and Listening & Talking and 20% Numeracy. Writing is therefore the most consistent curriculum concern across the evidence base, while outgoing P7 outcomes require explicit transition learning.

Standardised evidence sharpens the priority. NGRT mean SAS increased from 97.1 to 102.5 (+5.4); NGST from 89.5 to 90.9 (+1.4); NGMT from 88.6 to 100.4 (+11.8), with pupils below SAS85 reducing from seven to one. Mathematics/Numeracy should now be sustained and deepened rather than treated as a generic deficit, while Writing/spelling requires greater acceleration. The largest ASN attainment gap is in Writing (60% on track/exceeding versus 87.5% without recorded ASN).

The inclusion analysis reinforces the need for precision: 47% ASN, Stage 2 around 19%, 100% of the recorded SIMD cohort in Quintiles 1 and 2, ASN attendance 85.4% and care-experienced attendance 70.7%. PEF and professional capacity must therefore follow actual barriers and evidence of impact.

Key Areas for Improvement

- Increase Writing attainment and accelerate progress for pupils below national expectations, especially those with ASN/disadvantage.
- Use NIWP data and moderated independent Writing to test whether teaching changes transfer into authentic writing.
- Sustain Reading strength while addressing the smaller vulnerable group and ensuring high-attaining pupils receive depth/challenge.
- Sustain NGMT/Numeracy acceleration and deepen FDP/proportional thinking, reasoning and unfamiliar application.
- Strengthen P7/current upper-stage transition and targeted support using complete curricular and standardised profiles.
- Demonstrate PEF additionality and track wider achievement/meta-skills equitably.
- Continue ECC Numeracy/Mathematics improvement while sustaining Literacy strengths.

NIF key drivers:	Curriculum & assessment		Performance information	School & ELC improvement		Select driver
HGIOS4 QIs: 2.3, 2.4, 2.6, 3.2, 3.3	2.3	2.4	3.2	Select QI	Select QI	Select QI
QIF ELC:	3.3 Learning, teaching and assessment	4.3 Children's progress	Select QI	Select QI	Select QI	Select QI

ESIP key priorities:		N Our Leadership	N Teaching & Learning	N Our Wellbeing		
Outcomes for our learners	Our actions/Approaches/Interventions	PEF ✓	Who	Measures	Review/milestones	
• Writing attainment rises and pupils below the national benchmark demonstrate accelerated progress in the specific skills limiting independent Writing. • Reading remains strong, with targeted support for the vulnerable minority and deliberate depth/challenge for higher-attaining readers. • Mathematics/Numeracy gains are sustained and children increasingly apply reasoning, proportional thinking and problem-solving in unfamiliar contexts. • Pupils with ASN/disadvantage experience reduced Writing/Reading attainment gaps and interventions change	• Set and monitor a whole-school NIWP Writing stretch aim of at least 85% on/exceeding the national benchmark by June 2027, subject to September cohort validation; use counts and pupil-level trajectories alongside the percentage. • Use NIWP Pareto analysis, teaching aims, run charts and moderated independent Writing to identify and accelerate the exact skills limiting progress. • Use systematic spelling/orthography/morphology, grammar/punctuation, vocabulary and extended Writing practice; monitor transfer into unaided Writing. • Identify targeted Writing/Reading pupils using teacher judgement, benchmarks, NGST/NGRT/SNSA and ASN/equity evidence; review every 6-8 weeks with explicit acceleration criteria. • Protect successful Numeracy approaches evidenced by NGMT and increase reasoning, rich tasks,	PEF priority: approx. 0.8 FTE CA at Littlemill plus increased PT/DHT professional capacity. Funding follows identified poverty-related barriers and is reviewed through baseline -> intervention -> 6-8 week review -> continue/adapt/stop/scale decisions. • PEF may support access to wider-achievement/partnership opportunities where a clearly evidenced poverty-related barrier exists; additionality and	HT/DH T/PT NIWP teacher /lead CTs/EL CPs CA/sup port Pupils/families / partners	• Writing: increase whole-school national-benchmark attainment from 76.9% to at least 85% by June 2027 (after September validation), with every pupil below benchmark showing measurable gap closure or an adapted intervention. • Writing equity: reduce the 27.5 percentage-point 2025/26 ASN/non-ASN Writing gap (60% vs 87.5%); individual progress and counts are reported because cohort composition may change. • NIWP process: baseline/Pareto, teaching aims and run charts are completed and demonstrate data-informed adapt/continue/spread decisions; moderated independent Writing confirms transfer. • Reading: maintain whole-school national-benchmark	• Aug-Sep: validate current cohort baselines; set NIWP Writing stretch aim/Teaching Aim 1; identify PEF/targeted literacy groups; establish wider-achievement tracker and ECC numeracy baseline. • Oct-Nov: first 6-8 week intervention/NIWP run-chart review; TP1 gap analysis; continue/adapt/stop/intensify decisions. • Dec-Jan: moderated Writing review, NGST/diagnostic check where planned, PEF deployment audit and high-attainment challenge review. • Feb-Mar: TP2/mid-year attainment review; NIWP Teaching Aim 2/3	

when evidence shows insufficient acceleration. • Transitions communicate precise subject-specific strengths, gaps and successful supports rather than generic attainment labels. • Wider achievement/ community experiences, including equine-assisted opportunities if agreed, contribute to visible meta-skills, confidence and engagement outcomes. • ECC children make measurable progress in numeracy/mathematical thinking while sustaining Literacy strengths and improving assessment coverage. • Every pupil has a visible wider-achievement/meta-skills profile showing progression and strengths beyond attainment data, with equitable access to opportunities. • P6-7 pupils build awareness of future	FDP/proportional thinking and non-routine application; use NGMT/SNSA/domain evidence diagnostically. • At tracking meetings, triangulate attainment with attendance, ASN/staged intervention, wellbeing and participation; calibrate personalised targets against national expectations. • For current P7/upper-stage pupils, create concise transition/attainment profiles containing CfE level, standardised trajectory, identified gaps, successful strategies and intervention history; use early secondary feedback to test continuity. • Use one PEF intervention record for barrier, baseline, additionality, SMART outcome, pupil/family voice and continue/adapt/stop/scale decision. • Track wider achievement/meta-skills for every pupil and include agreed partnership experiences (e.g. Herd Life/EquiScholars) within the same progression/equity framework rather than as isolated participation. • Continue the ECC Numeracy indicators, Learning Journals, Plan-Do-Review and wider-world	learner impact are recorded rather than funding universal enrichment.		attainment at or above 90%; repeat NGRT evidence for matched pupils shows secure/positive progress, with targeted plans for pupils remaining below the broad average range. • Numeracy: maintain whole-school national-benchmark attainment at or above 85% and sustain the strong standardised trajectory; for repeat NGMT pupils, mean performance remains around/above the national mean and reasoning evidence improves. • P7/transition: every upper-stage pupil below national expectations has a specific literacy/numeracy transition action and successful supports are transferred; early secondary feedback confirms continuity for targeted leavers. • PEF: 100% of significant funded interventions have baseline, additionality, review and measurable pupil-level impact; provision with insufficient impact is re-targeted.	decision; Numeracy reasoning/FDP review and ECC progress review. • Apr-May: third intervention review; transition profiles completed; repeat standardised/diagnostic evidence where scheduled; final wider-achievement equity review. • May-Jun: TP3/ACEL and NIWP final evaluation; quantify pupils remaining on track, moving on track, closing gaps and requiring changed support; evaluate PEF, wider achievement, partnership and ECC impact for S&Q 2026/27. • Aug-Sep: establish wider-achievement/meta-skills baseline and participation record; map Ayrshire College/garden hut, King's Foundation and
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pathways through sustained secondary/vocational/community experiences and can identify skills they have developed for learning, life and work. • Pupils can articulate precise Literacy and Numeracy next steps and increasingly demonstrate independent evidence that those goals have been achieved, refined or appropriately continued.	application of communication, problem-solving and real-life skills. • Implement a simple pupil-level wider-achievement tracker covering sport, music/arts, leadership, community contribution, practical/vocational skills, awards/personal achievement and external-programme participation; update termly and use it in learner conversations. • Use a consistent language across the tracker and learner reflection: communication, teamwork, problem-solving, creativity, enterprise/responsibility and independence, with additional skills recorded where relevant. • Sustain and connect Ayrshire College/garden-hut activity, The King's Foundation/Dumfries House work and Doon Academy transition as progressive DYW/outdoor/sustainability pathways; each has a planned curriculum/skills outcome and end-of-block learner reflection. • Where community fundraising or partnership resources enable trips, residential, resources or participation, record who benefited and the intended equity/learning outcome so			• Wider achievement/meta-skills: all pupils are captured in the tracker; barriers to participation are acted upon; external partnership participation is evaluated through individual outcomes as well as attendance at sessions. • ECC: all children with sufficient attendance progress in selected numeracy indicators are making good progress; unassessed indicators reduce; Literacy strength is sustained and Numeracy/HWB progress improves. • By December 2026, 100% of pupils have a current wider-achievement profile; it is updated at least termly and discussed with pupils. • Participation is reported by counts as well as percentages; any repeated access gap affecting pupils with ASN, disadvantage, low attendance or other identified barriers triggers a recorded action. • 100% of P6-7 pupils have at least one recorded purposeful secondary/vocational/skills-	Doon Academy pathways to curriculum/skills outcomes. • Dec / Mar / Jun: update pupil profiles, review participation/equity and evaluate the impact/next step of sustained partnerships alongside attainment and PEF reviews. • May-Jun: include wider achievement and successful engagement contexts in transition information and final learner reflection. • Align pupil learning-goal review points with the 6-8 weekly intervention cycle and formal Oct/Feb/May tracking meetings so target evidence contributes directly to attainment decisions and next teaching steps.
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	resourcefulness can be evaluated against barriers reduced. • Include wider achievement and successful engagement contexts in P7 transition profiles. • At each approximately six-week learning-goal review, use target histories alongside teacher judgement, moderated evidence and tracking to identify pupils/groups who are making expected progress, require acceleration, or require greater challenge. Patterns across goals should inform class teaching as well as individual intervention. • For pupils receiving targeted Literacy/Numeracy intervention, align the intervention outcome and classroom learning goal wherever appropriate so support reinforces one coherent next step rather than creating competing targets.			pathway experience and reflection by June 2027. • Major sustained partnerships have an intended curriculum/skills outcome, learner evidence and a final sustain/adapt/stop/scale judgement; partnership success is not measured by attendance at events alone. • Learning-goal histories show appropriate progression over time in Literacy and Numeracy, including for pupils requiring additional support or higher challenge; where repeated goals show limited movement, teaching/intervention is reviewed rather than simply renewing the same target. • Tracking meetings can identify class-wide patterns emerging from pupil goals and evidence at least one example per term of teaching/grouping/support being adapted in response.	
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Attainment baseline and target-setting protocol:

This plan now uses the complete 2025/26 integrated attainment analysis. June TP3 stage data are interpreted at pupils' 2025/26 stages; P1 and P4 ACEL are drawn from the August rollover extract and P7 ACEL was supplied separately (Reading 40%, Writing 40%, Listening & Talking 40%, Numeracy 20%). Stage targets for 2026/27 are cohort-aware and will be revalidated against September evidence. In cohorts of two or three pupils, individual trajectories and counts take precedence over percentage movement alone.

2025-26 baseline						2026-27 targets						2026-27 actual					
	Read.	Writ	L&T	Lit	Num		Read.	Writ	L&T	Lit	Num		Read.	Writ	L&T	Lit	Num
P1	100%	100%	100%	100%	100%	P1	100%	100%	100%	100%	100%	P1					
P2	100%	83.3%	100%	83.3%	83.3%	P2	100%	100%	100%	100%	100%	P2					
P3	100%	66.7%	100%	66.7%	66.7%	P3	100%	≥85%	100%	≥85%	≥85%	P3					
P4	100%	66.7%	100%	66.7%	100%	P4	100%	≥80%	100%	≥80%	≥80%	P4					
P5	87.5%	75%	100%	75%	87.5%	P5	100%	≥85%	100%	≥85%	100%	P5					
P6	50%	50%	100%	50%	50%	P6	≥88%	≥85%	100%	≥85%	≥88%	P6					
P7	40%	40%	40%	—	20%	P7	≥50%	≥50%	100%	≥50%	≥50%	P7					

Reading	P1	P2	P3	P4	P5	P6	P7		Writing	P1	P2	P3	P4	P5	P6	P7
P1	100.0								P1	100.0						
P2	83.3	100.0							P2	83.3	83.3					
P3	50.0	100.0	100.0						P3	50.0	100.0	100.0				
P4	75.0	75.0	75.0	100.0					P4	50.0	50.0	50.0	66.7			
P5	100.0	100.0	87.5	77.8	87.5				P5	100.0	85.7	87.5	66.7	75.0		
P6	0.0	-	50.0	50.0	50.0	50.0			P6	0.0	-	50.0	50.0	50.0	50.0	
P7	-	-	-	40.0	20.0	40.0	40.0		P7	-	-	-	20.0	20.0	40.0	40.0

L&T	P1	P2	P3	P4	P5	P6	P7		Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	100.0								P1	100.0						
P2	83.3	83.3							P2	83.3	83.3					
P3	100.0	100.0	100.0						P3	100.0	100.0	100.0				
P4	75.0	100.0	100.0	100.0					P4	100.0	100.0	100.0	100.0			
P5	100.0	100.0	87.5	77.8	100.0				P5	100.0	100.0	75.0	55.6	87.5		
P6	0.0	-	100.0	100.0	50.0	100.0			P6	0.0	-	50.0	50.0	50.0	50.0	
P7	-	-	-	20.0	20.0	40.0	40.0		P7	-	-	-	60.0	20.0	20.0	20.0

Summary of Improvement Plan directly linking to Education Service Improvement Plan

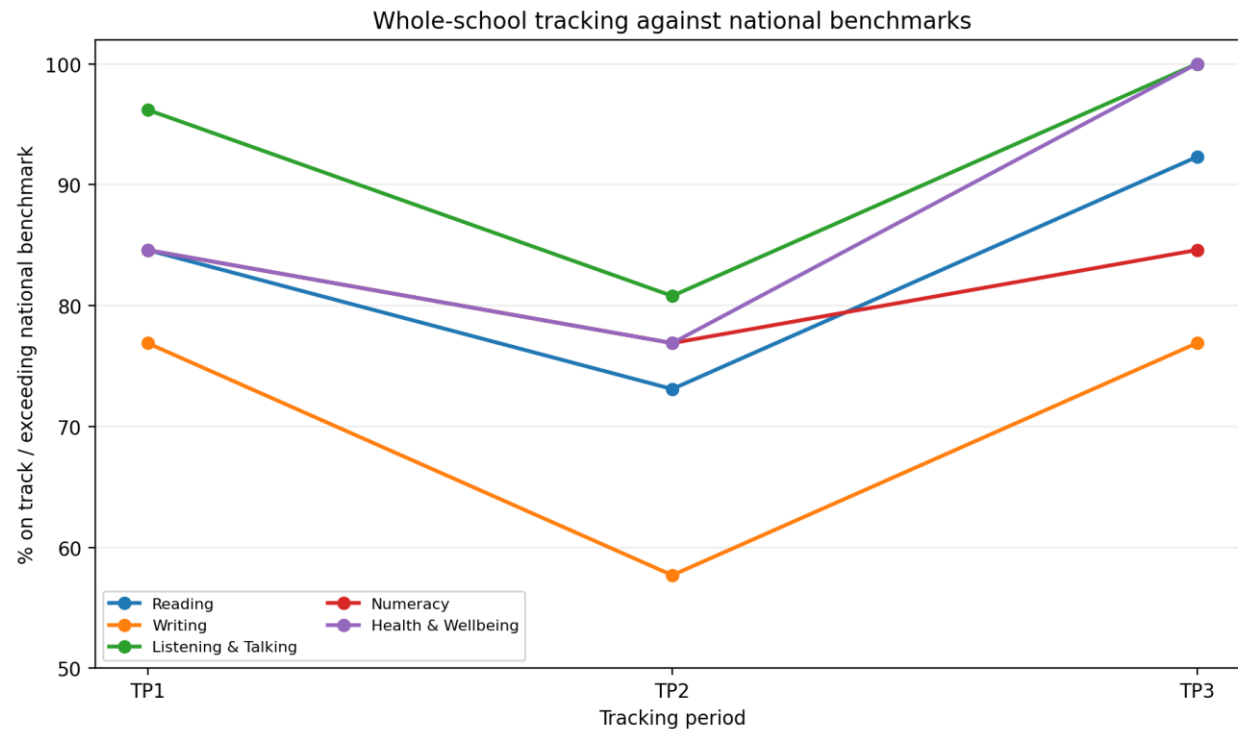
Our Leadership	Teaching and Learning Together
• One coherent QA/self-evaluation cycle with explicit action-impact-next step evidence and live HMle mapping. • Distributed leadership of NIWP, ECC priorities and inclusion/community partnership work. • Use baseline/Pareto/run-chart/small-test Quality Improvement methods to sharpen evaluation and spread what works. • Protected leadership capacity for assessment, moderation, inclusion and improvement. • Protect staffing continuity and professional capacity; evaluate significant partnerships/wider-achievement through one impact framework with sustain/adapt/stop/scale decisions.	• Make NIWP the principal whole-school Writing pedagogy improvement vehicle: writing bundle, Tools for Writing, self/peer assessment, run charts and termly moderation. • Whole-school Writing stretch aim: 76.9% -> at least 85% on/exceeding national benchmark by June 2027, after September validation. • Protect Reading strengths and sustain Numeracy acceleration while increasing reasoning/depth. • Continue ECC Plan-Do-Review, Numeracy and wider-world learning aims with measurable child-level progress. • Connect authentic community/vocational/outdoor contexts explicitly to curriculum progression and NIWP Writing; retain assessment-informed collaborative/team teaching where evidence shows benefit.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
• Sustain attendance recovery to at least 92%; reduce ASN and care-experienced attendance vulnerability through individual plans. • Sustain the improved exclusion/regulation trajectory through relational and preventative practice. • Explore/establish a targeted Calm Clydesdale Herd Life/EquiScholars partnership for identified pupils, with school-linked goals for regulation, confidence, relationships, engagement and/or attendance. • ECC inclusion dashboard links attendance, development, wellbeing, family engagement and transition. • Track equitable access to wider achievement/community opportunities and sustain the ECC family/community-hub model where participation and feedback demonstrate impact.	• Integrated baseline: TP3 R 92.3%, W 76.9%, L&T 100%, N 84.6%, H&W 100%; P1 ACCEL 100% all; P4 ACCEL R/L&T/N 100%, W 66.7%; P7 ACCEL R/W/L&T 40%, N 20%. • Writing/spelling is the principal attainment priority; reduce the ASN Writing gap and use NIWP evidence to demonstrate accelerated progress and transfer into independent Writing. • Sustain NGMT improvement (mean SAS 88.6 -> 100.4) and deepen reasoning/FDP application; protect strong Reading/high-attainment challenge. • Use PEF through baseline-to-impact decisions, track wider achievement/meta-skills equitably and strengthen transition continuity for vulnerable pupils. • ECC sustains Literacy strengths while accelerating Numeracy/Mathematics and improving assessment coverage. • 100% of pupils have a termly wider-achievement/meta-skills profile; sustain progressive Ayrshire College/garden-hut, King's Foundation and Doon Academy pathways and evaluate partnership impact.

Integrated Attainment, Inclusion and Improvement Evidence

The following charts draw together the complete 2025/26 integrated evidence base used in this report: teacher tracking/ACEL, SNSA/GL standardised assessment and the Period 6 inclusion analysis. The August 2026 live tracking export records pupils at their new class stages; June TP3 stage analysis is therefore rolled back by one year. P7 ACEL outcomes were supplied separately because the leavers are absent from the live export.

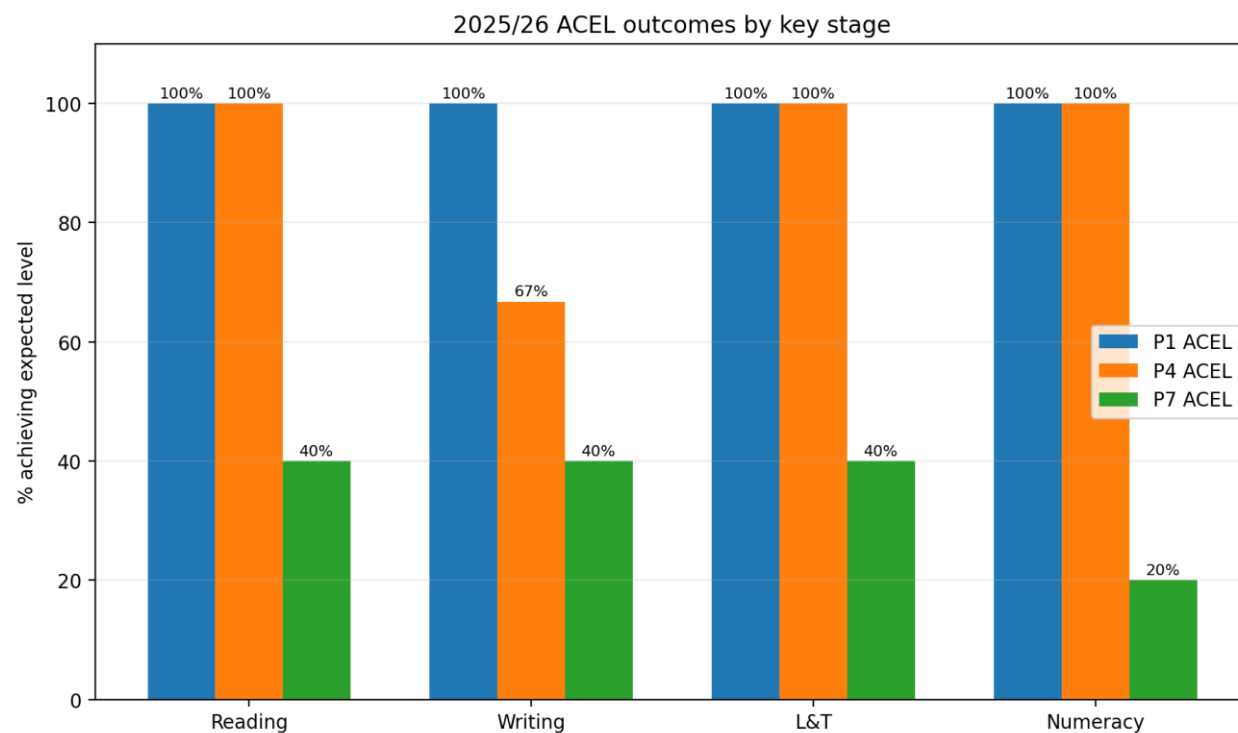
1. Whole-school tracking against national benchmarks, TP1–TP3

Reading and Listening & Talking finish strongly; Writing recovers from the TP2 dip but remains the lowest tracked curricular area. Numeracy recovers to its TP1 position, while Health & Wellbeing reaches 100%.



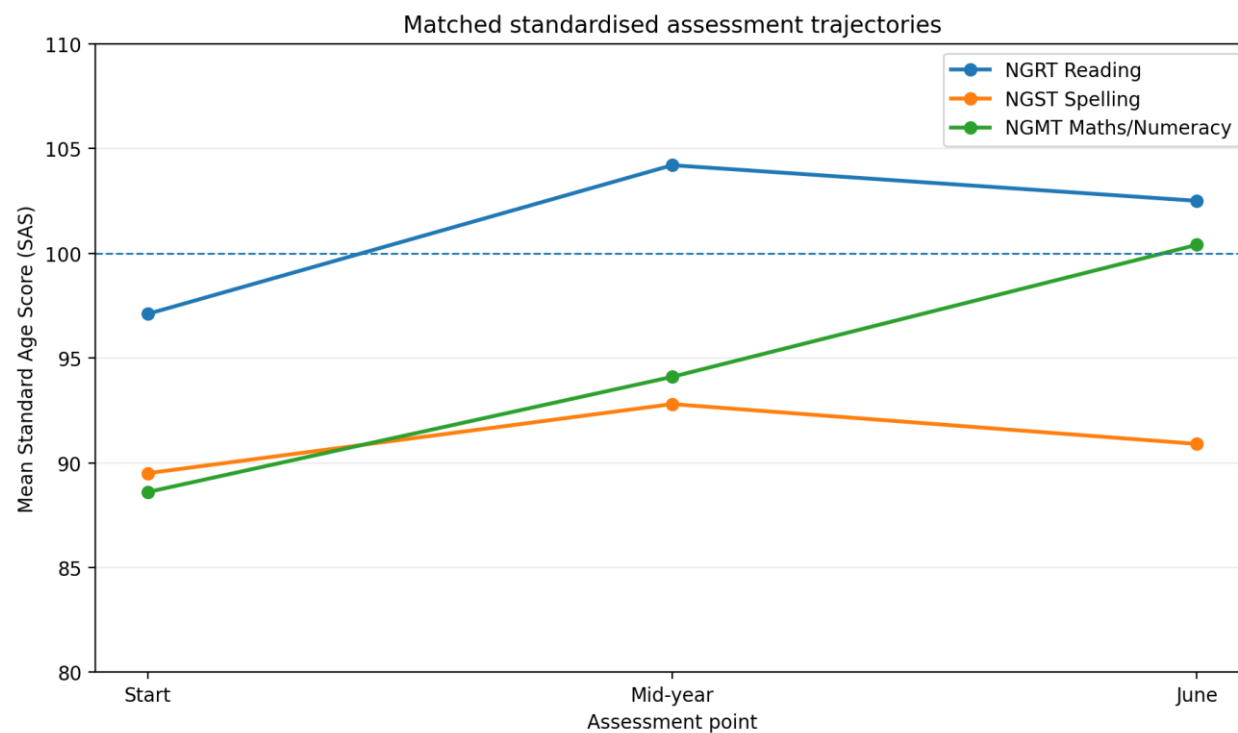
2. 2025/26 ACEL outcomes at P1, P4 and P7

The statutory-stage picture is sharply differentiated: P1 is secure, P4 has a specific Writing gap, and the outgoing P7 cohort has substantial end-of-primary gaps across literacy and Numeracy.



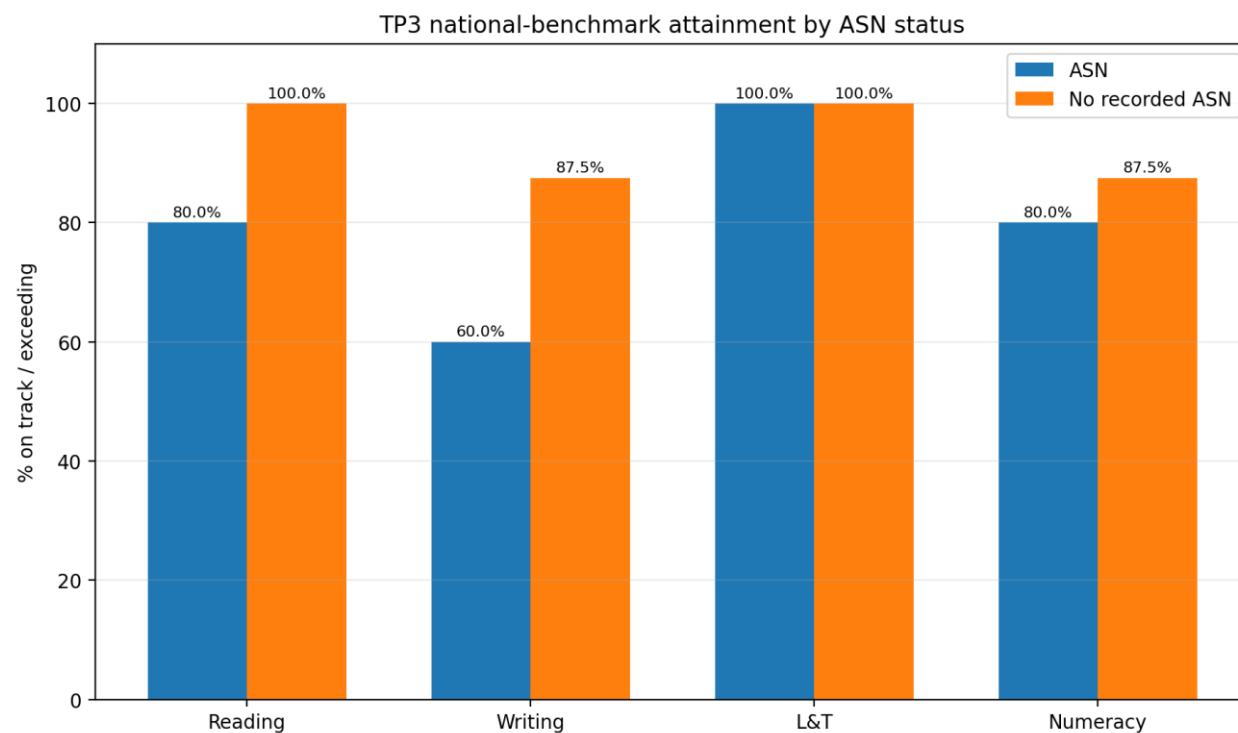
3. Matched standardised assessment trajectories

NGMT provides the strongest evidence of acceleration, NGRT finishes above the national mean, while NGST improves only modestly and remains below the national mean - reinforcing Writing/spelling as the central literacy priority.



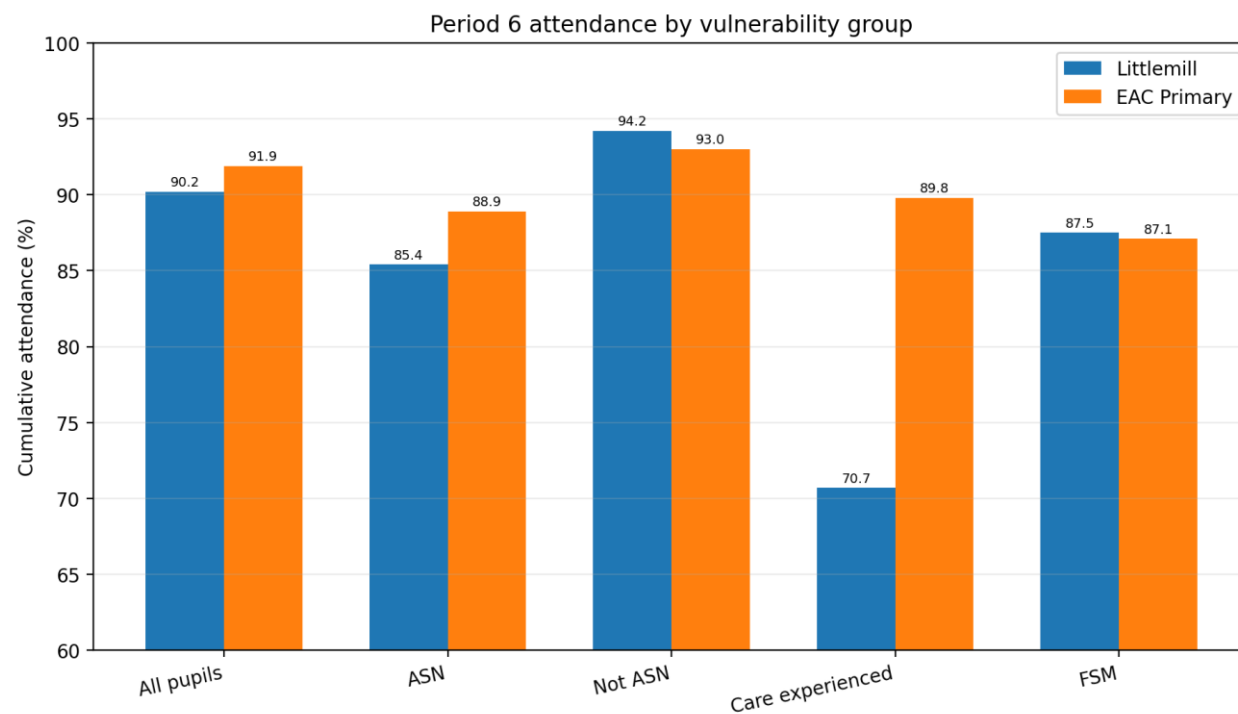
4. TP3 national-benchmark attainment by ASN status

The largest attainment equity gap is in Writing, followed by Reading. Listening & Talking is a strength for both groups and can be used as an asset within literacy intervention.



5. Attendance by vulnerability group: Littlemill and EAC

Whole-school attendance has recovered, but the subgroup picture shows that ASN and care-experienced attendance require the most precise individual planning.



Source note: Littlemill Integrated Attainment, Progress & Assessment Analysis 2025/26; Littlemill Updated ASN, Inclusion and Equity Analysis 2025/26; August 2026 tracking extract. Percentages are interpreted alongside pupil counts and individual trajectories because cohorts are very small.