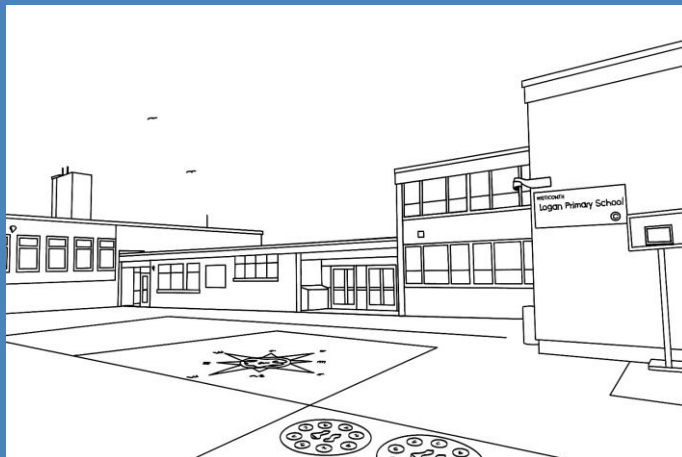


**East
Ayrshire
Council
Education
Service**

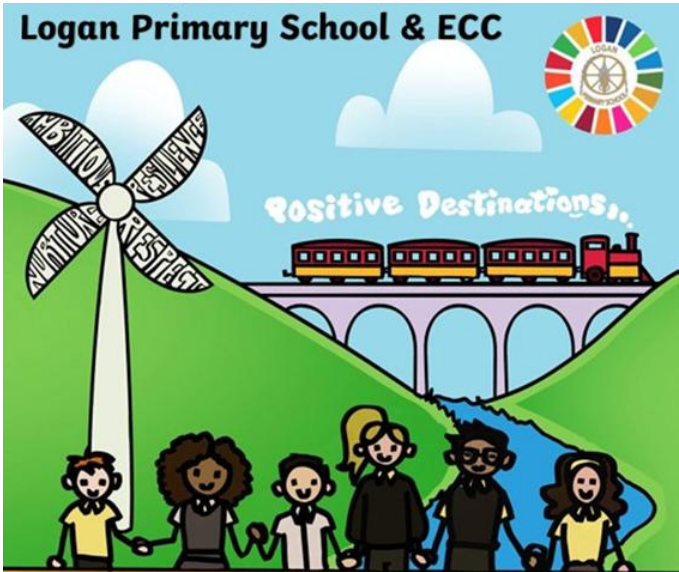


**Logan Primary School and
Early Childhood Centre**



**Establishment
Improvement
Plan
2025-26**

Head Teacher	Mrs Sarah Robson
Date Submitted	Submitted to Chief Education Officer on: 25 th June 2025

School / Centre Vision and Values	Values Vision Aims  In our community, hand-in-hand, together we grow, together we stand We aim to provide a rich, challenging curriculum in a safe and nurturing environment, fostering resilience, ambition and respect to empower curious, independent learners for the future.
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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: <i>Sarah Robson</i>		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
We intend to involve child in decisions relating to the operation of the establishment through- • Suggestion Box • Whole school assemblies • House Captains and Vice Captains • Pupil Leadership Groups • Pupil Council • Questionnaires and Surveys • GMWP • In class/ centre consultations • Observations of children's play • Pupil Focus Groups and self-evaluation using – HGIOURS4	We intend to involve parents and carers in decisions relating to the operation of the establishment through- • Parent Council Engagement • Questionnaires and Surveys • Self-evaluation activities • Parent/Carer workshops • Stay and Play/ PEEP sessions • Parents' night consultations • Open Afternoons

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:

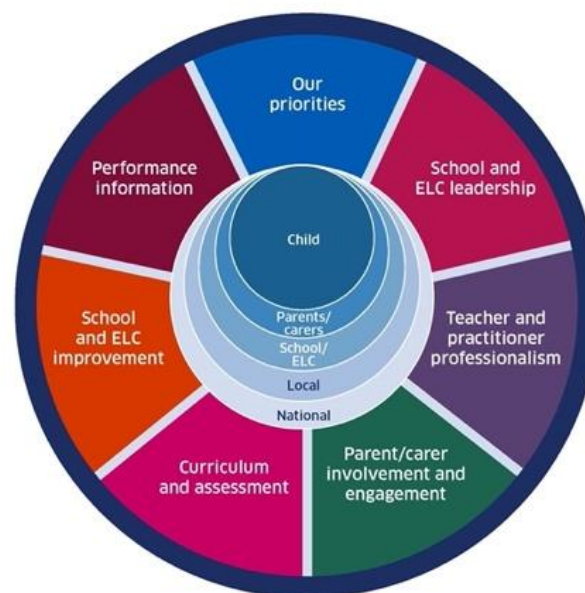
- Excellence through raising attainment and improving outcomes
- Achieving equity

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

Staff critically reflect and undertake appropriate professional learning and quality assurance activities that will empower them to lead improvements across the curriculum resulting in enhanced learning experiences and improved attainment for children. The voices of children, parents and community help to shape our developments and lead to more opportunities for children.

Rationale – This improvement priority builds on a recognised strength within our setting: the effectiveness of leadership across the school. Our recent learning visit affirmed that strong and distributed leadership is contributing significantly to school improvement and enhanced learning experiences. To maintain this positive trajectory, we now aim to embed these leadership practices more deeply and ensure they consistently lead to improved outcomes for all learners.

Our self-evaluation and contextual analysis highlight areas where further progress is needed. In particular, ensuring all staff are engaging in high-quality professional learning and improvement science methodologies will strengthen our ability to deliver consistent, evidence-informed improvements. There is also a clear need to develop more robust quality assurance systems and ensure greater alignment between leadership development and impact on children's attainment and equity.

NIF key drivers:	Teacher & practitioner professionalism		Performance information		Parent/carers involvement & engagement		School & ELC improvement
HGIOS4 QIs:	1.3	1.2	1.1		2.7	2.3	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/ Outcomes		Review/ Milestones
What do we want to improve/ change?: Ensure enhancement of learning experiences and improved attainment through practitioner reflection and enquiry. Target group: All classes By how much/by when: At least 85% of pupils will report that their learning is engaging and supports their progress, by June 2026.	CLPL (ESIP: 1.1) - Continue to develop our professional learning framework and collegiate activities to support leadership development, collaborative enquiry, practitioner enquiry (improvement science methodologies), evidence-based practice and pedagogies. Focusing on pedagogical development, inclusive teaching strategies, and differentiation. - Ensure all staff have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people and meet their CLPL requirements for registration.			All staff	- Surveys, staff reports from enquiries, quality assurance. - All staff have been trained in improvement science methodologies. - At least 75% of staff have undertaken a practitioner enquiry. - Staff have engaged with CLPL pertinent to their identified development needs through PRD and FACE time processes. - Staff report progress made through small tests of change. - Children benefit from enhanced learning experiences and improved attainment as a result of increased practitioner enquiry.		- Termly CLPL reviews. - Mid-year and end-of-year reporting on practitioner enquiries. - Staff surveys in Terms 2 and 3. - PRD-linked reflections by May 2026.

What do we want to improve/ change?: Increased opportunities for children to learn in/ from their community. Target group: All children. By how much/by when: By June 2026, 90% of learners will report that their learning is engaging, relevant, and connected to real-life contexts.	Collaborative working (ESIP: 1.3) • Begin a joint project between school and community using the 'Kilmarnock Town Trail' model to support the development of a context based curriculum and tourism pack. • More involvement in our local community, accessing for example, the bowling club.		HT All staff	○ Qualitative data- pictures, surveys/ questionnaires, record of visitors, learner experiences. ○ Quantitative data- EVOLVEs, numbers of children engaging in community events/ excursions. - Existing partnerships grow and strengthen. - New partnerships and therefore opportunities for children are developed. - Children report benefits from new opportunities forged through partnership working.	➤ Partnership audit by December 2025. ➤ Mid-year review of pupil engagement. ➤ End-of-year summary of community involvement. (Link to Learning and Teaching priority)
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Teaching and Learning Together: Improvement priority:

ALL children will report experiencing excellent lessons/ experiences and feel supported in their progress.

Rationale –

This improvement priority arises from analysis of learner voice, individual learner progress, classroom observations, and stakeholder feedback, which highlight inconsistencies in the quality of learning and teaching across the school. While examples of good practice exist, these are not yet embedded consistently in all lessons/ experiences/ classes or accessible to all learners. To ensure that all children experience excellent lessons and meaningful learning experiences, we must first establish a shared, whole-school understanding of what constitutes an excellent lesson/ experience. Although we have created our own version of the excellent lesson, further work is required to explore each element and make further refinements. Without a common framework or language for high-quality pedagogy, expectations and experiences will continue to vary.

Additionally, to meet the diverse needs of all learners, we must strengthen and embed inclusive practices that reflect the principles of equity, accessibility, and learner-centred planning.

Current evidence suggests that some learners require us to upskill our inclusive practices in order for them to be able to engage meaningfully with their learning.

Staff will benefit from targeted, high-quality CLPL (Career-Long Professional Learning) focused on pedagogical development, inclusive teaching strategies, and differentiation. This will enable consistent, evidence-informed approaches that improve outcomes for all children and close existing gaps.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		School & ELC improvement	
HGIOS4 QIs:	2.3	1.2	3.2		2.4	2.2	2.7	
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/ Outcomes		Review/ Milestones
What do we want to improve/ change?: - Improve the quality and consistency of learning experiences in terms of pace, challenge and meeting learner needs. - Increase use of effective questioning and feedback to support progress. - Increase use of assessment data to inform planning and next steps ensuring progress for all learners. Target group: All pupils across all stages.	Review our Excellent Lesson / Excellent Experience – Exploring each element in depth, formulating a common understanding and approach to ensure high quality learning and teaching. - Facilitate targeted pedagogical CLPL sessions (<i>ESIP: 2.2</i>) focusing on the deepening of practice in using success criteria, questioning, and feedback as tools for learning. - Focus our Quality Assurance around L & T and self-evaluation around these areas. - Refine our planning templates to ensure we explicitly map out learning intentions, success criteria, and assessment			✓	SLT/ Leader of Learning/ All staff	- Quality Assurance observations and peer observation evidence. - Pupil focus groups and learning conversations (before and after implementation). - Teacher surveys and planning audits. - Work sampling to show assessment evidence and task match. - Increase in attainment data. - We will see consistent sharing of learning intentions and success criteria, active use of effective feedback,		- Peer observations cycle launched by Dec 2025. - CLPL review each term. - Planning audits and pupil focus groups Terms 1-3. - Review full implementation March 2026.

By how much/by when: All teachers to implement agreed approaches by March 2026, with 90% of learners reporting increased clarity and challenge in learning conversations.	opportunities, taking the learning from where the children are at, while cognisant of the CIC and subsequent technical frameworks. • Launch a peer observation cycle centred on using success criteria, questioning, and feedback as tools for learning within the 'excellent lesson' to enable focused professional reflection and ensure each teacher visits another establishment at least once to observe. • Explore and embed effective pedagogical strategies (<i>ESIP: 2.1</i>) aligned with our collective understanding of the excellent lesson/ experience. • Trial strategies to support effective pacing within lessons and evaluate impact on learning engagement and outcomes. • Embed regular moderation at school and education group level to encourage collaborative dialogue, supporting planning, assessment, and continuous refinement of excellent practice. • Focus on better writing attainment at first level and improved numeracy attainment in p5-7. • For children to be aware of their attainment levels and next steps in order to make better progress through timely and effective feedback			differentiated challenge and high pupil engagement. - By March 2026, all teachers consistently apply agreed approaches to planning, pacing, challenge, questioning, and feedback. - 90% of learners report increased clarity, challenge, and understanding of their learning through conversations and feedback. - Learning experiences are well-paced, appropriately challenging, and tailored to meet individual needs. - Teachers use assessment data effectively to inform next steps and ensure progress for all learners. - Planning documents clearly map learning intentions, success criteria, and assessment opportunities. - Peer observations and moderation lead to greater consistency and shared understanding of high-quality teaching. - CLPL sessions result in measurable improvements in questioning, feedback, and learner engagement. - Classroom observations and quality assurance activities reflect improved consistency and higher expectations across all stages.	
What do we want to improve/ change?: To see an improvement in children's progress across	Embed consistent approach to assessing, tracking & monitoring of children's progress across the establishment (<i>ESIP: 2.5, 4.2</i>)		SLT/ All staff	○ Development of an assessment calendar. ○ Online pupil profile evidence.	➤ Assessment calendar in place by Oct 2025.

the curriculum due to more robust tracking. Target group: All children, however P4-7 in particular. By how much/by when: There will be a measurable reduction in the number of pupils "on the cusp" of achieving expected levels, as identified through improved data analysis by May 2026.	• Design and embed assessment calendar. • Design a robust and consistent approach to tracking and monitoring children's progress by reconfiguring our pupil profiles to an online spreadsheet accessible by relevant staff to enable them to track progress efficiently and effectively. • Teachers and practitioners to engage with and analyse data.			○ Teacher's evaluations of data in tracking and monitoring meetings and collegiate session- Fact, Story, Action. ○ Cohort comparison data will show value being added across ACEL measures. - We will see a decrease in the number of children on the cusp. - We will have more robust evidence of children's attainment across the year.	➤ Data tracking meetings termly. ➤ Review pupil progress analysis by May 2026.
What do we want to improve/ change?: Children will experience a curriculum which is innovative, inspiring and reflective of their needs in our modern society. Target group: All children across all stages, particularly those dis-engaged at present. By how much/by when: By June 2026, 90% of learners will report that their learning is engaging, relevant, and connected to real-life contexts, as evidenced through pupil voice, planning audits, and learning observations.	Develop Curriculum Rationale (ESIP: 2.3) • Review and redesign our curriculum so that it reflects the needs of our learners and community and aligns with EAC Community Plan, Labour Market Intelligence, The Ayrshire Growth Deal and the Regional Economic Strategy. • Gather, collate and analyse views on our curriculum from stakeholders. • Develop our Curriculum Rationale in draft, consult stakeholders and finalise.		SLT/ All Staff	○ Consultations/ surveys. ○ A curriculum rationale document. - The school has a clear, shared Curriculum Rationale that reflects learner needs, local context, and national priorities. - Disengaged learners show increased participation and motivation, evidenced through pupil voice and teacher observation. - Planning and classroom practice reflect real-world contexts, innovation, and learner choice. - Stakeholder feedback confirms the curriculum is inclusive, aspirational, and responsive to community and economic needs. - The curriculum supports the development of skills for learning, life, and work across all stages.	➤ Stakeholder consultations by Nov 2025. ➤ Draft curriculum rationale by Jan 2026. ➤ Final version published June 2026.
What do we want to improve/ change?:	Develop digital literacy skills (ESIP: 2.6)		Digital Leads/	○ Creation of a digital learning pathway. ○ Consultations with children.	➤ Digital pathway piloted by Jan 2026.

Children across the establishment are becoming increasingly digitally literate. Target group: All pupils across all stages. By how much/by when: By June 2026, at least 90% of learners across all stages will regularly use digital tools to support and enhance their learning and will demonstrate an improvement in digital skills.	• Research and pilot a digital learning pathway within our curriculum to support the development of digital skills. • Continue to work towards achievement of the Digital Schools Award, ensuring all classrooms are becoming digital learning rich environments.		CTs/ ELCPs	○ Evidence of work. ○ Learning Walks. ○ Observations/ Quality Assurance. - Children will report increased digital literacy learning opportunities. - Children will display improved digital literacy evidenced through in class evidence. - We will have a growing bank of evidence to support our journey towards becoming a digital school.	➤ Digital Schools Award. progression review by June 2026. ➤ QA of digital learning Terms 2 and 3.
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Our Wellbeing and Belonging: Improvement priority:

All children will feel safe, respected and supported to thrive and achieve in school. They will experience a consistently inclusive, rights-respecting, and engaging learning environment that promotes wellbeing, participation, and equity.

Rationale –

Our self-evaluation and quality assurance processes have identified the need to more effectively embed the school's Vision, Values, and Aims (VVA) in everyday practice. Key areas for improvement include increasing attendance, strengthening inclusive practices, and building the capacity of staff and families to meet the diverse needs of all learners. Although we have made great progress in this area of the past academic year, further work is required to ensure that the improvements benefit all children.

There is a clear opportunity to enhance wellbeing provision across the school through consistent, evidence-based approaches and targeted professional learning. Ensuring that every child benefits from their full entitlement to high-quality physical education and broader wellbeing education is central to this work.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carer involvement & engagement		Curriculum & assessment
HGIOS4 QIs:	3.1	2.3	2.4	3.2	2.7	2.2
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		Y Our attainment	
Outcomes for Our Learners	Our Actions/ Approaches/ Interventions		PEF	Who	Measures	Review/ Milestones
What do we want to improve/ change?: All children experience inclusive learning experiences and supportive relationships. Target group: All children across all stages. By how much/by when: 90% of all learners report feeling safe, respected, supported and included by May 2026.	Development of our inclusive practice and a relationships framework (ESIP: 3.1) - Partnership working with Educational Psychology to identify training needs. - Provide CLPL opportunities based on information gathered. - GMWP in Sept 2025 will highlight areas to focus on at school and class level. - Opportunities to share good practice and ideas. - Begin drafting relationships framework. Children's rights are known, respected, and promoted by all (ESIP: 1.4) - Continue RRSA journey toward Silver. - Embed school VVA in class charters and routines.		✓	HT/ DHT-ASN coordinator/ All staff	- Employment and analysis of GMWP in Sept and May. - Wellbeing Webs for identified pupils. - Class displays. - Focus groups and surveys. - Quality Assurance. 90% of learners will report feeling safe, respected, supported, and included. - Inclusive, nurturing practices are embedded consistently across all stages and settings. - A whole-school relationships framework is developed,	- GMWP surveys Sept 2025 and May 2026. - Class audits of Sea of Emotions and resilience delivery by March 2026. - CLPL opportunities planned for by Sept 2025.

	The Promise (ESIP: 3.3) • Increase staff knowledge and understanding of The Promise through CLPL. Improve resilience and emotional regulation • Ensure a consistent 'Sea of Emotions' image and coping strategies is implemented across the school, building upon work undertaken last year. • Devise whole school resilience programme and all classes deliver weekly lessons. • Continue to explore emotions and issues as they arise through assemblies. • Embed V, V, A across the school.			implemented, and informs daily interactions. - Staff engage in targeted CLPL informed by needs analysis and Educational Psychology input. - Children's rights are known, promoted, and reflected in class charters and school routines as part of the school's RRSA Silver journey. - A consistent use of the 'Sea of Emotions' and associated coping strategies is evident across all classes. - All learners participate in a weekly resilience programme, enhancing emotional regulation and wellbeing. - Wellbeing themes and emotional literacy are regularly addressed through assemblies and responsive class activities. - Staff knowledge of The Promise is strengthened through ongoing professional learning. - The school's Vision, Values, and Aims (VVA) are consistently reflected in relationships, language, and decisions across the school community.	
What do we want to improve/ change?: All pupils receive and benefit from their entitlement to 2 hours of weekly high-quality PE. Target group: P4-7. By how much/by when:	High quality PE Provision • Identify lead person for HWB: PEPAS. • Revise and implement whole-school PE timetable, progression and approach. • Embed PLTA Guidance & HWB Progression Frameworks (ESIP: 3.5). • Research and trial meta-skills within PE.		PE Lead/ CTs	○ Timetable audits. ○ Quality Assurance. ○ Pupil HWB surveys, GMWP. ○ Teacher planning and reflections. ○ All pupils consistently receive their 2-hour weekly PE entitlement.	➤ PE timetable in place by Sept 2025. ➤ CLPL reviewed Term 2. ➤ Survey review Terms 1 and 3. ➤ Final evaluation June 2026.

90% of pupils report an increase in their confidence and abilities in physical activity, physical skills and healthy choices.	• Provide PE-focused CLPL opportunities for staff, e.g. team-teaching with lead/specialists.			○ A clear, progressive PE timetable and curriculum is embedded across the school. - Staff deliver high-quality PE lessons with increased confidence, supported by CLPL and team-teaching. - Meta-skills (e.g. teamwork, resilience) are purposefully developed through PE. - EAC HWB progression frameworks and PLTA guidance are fully implemented school-wide.	
What do we want to improve/ change?: Maximise attendance to improve attainment. Target group: Children with attendance lower than 92%. Children with persistent unauthorized absences. By how much/by when: Improve overall attendance from 91% to 95% by June 2026. Reduce persistent unauthorised absence (below 90%) from current levels to under 5% of school roll.	Approaches to maximise attendance (ESIP: 3.6) • Monitor and analyse attendance using SEEMiS and attendance tracker. • Early intervention phone calls at <92%. • Develop Attendance Support Plans for pupils <90% with persistent unauthorized absences. • Engage families via workshops and flexible support options. • Improve engagement through improvement actions (pedagogy; curriculum) in 'Teaching and Learning Together' (priority 2).		SLT	○ SEEMiS data. ○ Persistent absence rate. ○ Attendance tracker: Log interventions, support plans, and actions. ○ Support plans: Monitor impact for pupils below 90%. ○ Family engagement: Track contact, support uptake, and workshop attendance. ○ Pupil/parent voice: Gather feedback on barriers and support. ○ Impact on learning: Link attendance improvements to engagement and attainment. - Pupils at risk of low attendance are identified early and supported through tailored Attendance Support Plans. - Family engagement improves through proactive communication and flexible support.	➤ SEEMiS data reviewed monthly. ➤ Attendance Support Plans evaluated termly. ➤ Family engagement logs reviewed Dec and April.

				- Improved attendance leads to better pupil engagement, wellbeing, and attainment, supported by high-quality teaching and a relevant, motivating curriculum.	
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Our Attainment, Destinations and Achievements: Improvement priority:

Attainment in writing, particularly across first level, and numeracy, particularly across second level, will improve through improvement in the quality of learning and teaching experiences; consistent assessment approaches; and pupil engagement. All learners will understand their progress, next steps and achievements and how these are important in the world of work.

Rationale –

This priority targets raising attainment in writing at First Level and numeracy at Second Level, based on 2024–25 attainment data and self-evaluation highlighting inconsistency in learning, teaching, assessment, and pupil engagement.

Key Data Insights

- Writing (First Level):
 - P3: 63%, P4: 69%, P5: 76%
 - Indicates gaps in progression and inconsistent pedagogy.
- Numeracy (Second Level):
 - P5: 71%, P6: 77%, P7: 88%
 - Attainment dips in P5–P6 suggest a need to strengthen foundations.

Identified Barriers through quality assurance and self-evaluation

- Inconsistent teaching and assessment approaches
- Limited learner understanding of progress and next steps
- More robust tracking for targeted support

This rationale supports a strategic, data-informed approach to delivering consistent, high-quality learning in writing and numeracy, underpinned by robust assessment, learner engagement, and effective tracking.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Performance information	
HGIOS4 QIs:	3.2	2.3	1.2		2.4	3.3	1.5	
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI	
ESIP key priorities:	N Our Leadership		Y Teaching & Learning		N Our Wellbeing			
Outcomes for Our Learners	Our Actions/Approaches/Interventions			PEF	Who	Measures		Review/milestones
What do we want to improve/ change?: Better writing attainment at first level and improved numeracy attainment in p5-7. Target group: Writing: 2022 Cohort or p4.	Raising attainment and closing the poverty related attainment gap (ESIP: 4.1, 4.4) Develop and implement a progressive and consistent approach to learning and teaching throughout the establishment in writing, with a particular focus on first level, and numeracy with a particular focus on second level. • CLPL opportunities for staff.			✓	SLT/ All staff	◦ Attainment data: Termly tracking of ACEL levels. ◦ Moderation: Work sampling and moderation. ◦ Tracking and monitoring. ◦ Learner voice: Learning conversations; pupil portfolios. ◦ Quality Assurance.		➤ Tracking reviewed termly. ➤ Mid-year attainment analysis. ➤ Pupil voice gathered twice yearly.

Numeracy: 2019-2021 Cohorts. By how much/by when: 80% of children achieving first level by end of p4 in writing. Numeracy: Cohorts 2019-2021 seeing ≥ 5% increase by June 2026.	• Focus on high- quality pedagogy and lesson expectations (link to Priority 2). • Moderation at school and education group level. • Ensure tracking and monitoring procedures are robust (<i>ESIP: 4.2</i>) (link to priority 2).			○ Equity: PEF impact tracking; attendance and engagement data. - Learning and teaching are consistent and high-quality across all stages, with clear progression. - Staff use shared expectations, robust tracking, and regular moderation to drive improvement. - Learners show greater confidence and success in writing and numeracy, helping to close the poverty-related attainment gap.	
What do we want to improve/ change?: For all learners to have the opportunity for wider achievement and have their successes celebrated. Target group: All learners across p1-7. By how much/by when: By June 2026, 100% of pupils in P1–P7 will have at least three meaningful wider achievements logged in a tracking system (e.g. participation in clubs, leadership roles, personal milestones, or community involvement).	Wider Achievement • Improve systems/processes for recording and celebrating wider achievement to ensure every child's individual successes are recognised and valued and children are provided with opportunities where required. • Pilot the <i>My World of Work</i> profiles in upper classes to support pupil reflection on skills and future ambitions.		Clerical/ SLT/ All staff	○ Achievement record tracker ○ Learner/staff/parent feedback ○ <i>My World of Work</i> profiles - Achievements reflect a range of skills, including personal, social, and learning-related accomplishments. - Systems are in place to identify and support learners who are underrepresented or have fewer recorded achievements. - Through tools like the <i>My World of Work</i> profiles, pupils can identify their strengths, reflect on their achievements, and set aspirations for the future. - Pupil voice shows increased confidence in discussing their skills and contributions.	➤ Achievement tracker reviewed each term. ➤ <i>My World of Work</i> profiles piloted and reviewed by May 2026.

What do we want to improve/ change?: For children to be aware of their attainment levels and next steps in order to make better progress. Target group: All children across all stages. By how much/by when: The majority of children can identify a learning goal/next step by March 2026.	Pupil Engagement with Attainment • Develop a shared, consistent approach to discussing attainment levels with pupils. • Support learners in understanding their progress and identifying next steps to build ownership and motivation.		All staff	○ Focus groups. ○ Pupil self-evaluations. ○ Classroom and tracking meeting evidence. - By March 2026, the majority of children across all stages can clearly articulate their current attainment levels and identify at least one next step in their learning. - Learners are more engaged, take greater ownership of their progress, and demonstrate increased motivation and confidence during learning conversations. - Staff consistently use a shared approach to discussing attainment, and pupil feedback shows they feel involved in their learning journey.	➤ Pupil focus groups held in Terms 2 and 3.
What do we want to improve/ change?: For children to have a better understanding of how what they learn in school will help them in life and the world of work. Target group: All children across all stages: P5-7 in particular. By how much/by when: 90% of P5–P7 can articulate a skill which will support them in the world of work or later life by June 2026.	Positive Destinations • Establish a clear, strategic approach to promoting positive destinations, from early years through to upper stages. • Link skills for learning, life, and work more explicitly within classroom and wider school experiences.		DYW lead/ All staff	○ Surveys. ○ Planning audits. ○ Quality Assurance procedures. - Learners make clear connections between their classroom experiences and real-world applications. - Skills for learning, life, and work are emerging across the curriculum, and a whole-school approach to positive destinations is evident from early years onwards.	➤ Plan for DYW in place by November 2025. ➤ Final pupil survey June 2026.

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	86	79	100	79	86	P1	86	86	100		86	P1					
P2	94	100	100		88	P2	93	86	100	86	93	P2					
P3	100	63	88		100	P3	94	100	100		94	P3					
P4	75	69	81	56	56	P4	100	70	90		100	P4					
P5	86	76	90		71	P5	81	75	88	69	75	P5					
P6	71	79	79		77	P6	91	81	95		76	P6					
P7	88	88	94	88	88	P7	79	86	86		86	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	86							P1	79							P1	100							P1	86						
P2	89	94						P2	89	100						P2	100	100						P2	100	88					
P3	73	89	100					P3	73	78	63					P3	73	78	88					P3	73	100	100				
P4	69	75	67	75				P4	69	69	40	69				P4	75	81	87	81				P4	75	88	73	56			
P5	70	-	77	90	86			P5	70	-	86	86	76			P5	78	-	82	90	90			P5	74	-	82	86	71		
P6	-	-	-	80	71	71		P6	-	-	-	73	64	79		P6	-	-	-	80	79	79		P6	-	-	-	80	71	77	
P7	88	-	-	83	83	83	88	P7	88	-	-	61	83	78	88	P7	88	-	-	67	83	83	94	P7	94	-	-	83	78	61	88

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<u>Our priority:</u> Staff critically reflect and undertake appropriate professional learning and quality assurance activities that will empower them to lead improvements across the curriculum resulting in enhanced learning experiences and improved attainment for children. The voices of children, parents and community help to shape our developments and lead to more opportunities for children.	<u>Our priority:</u> ALL children will report experiencing excellent lessons/ experiences and feel supported in their progress.
<u>What this means for our children:</u> Staff learn new skills and work together to make teaching and learning better. This helps children to even better in their learning. We listen to children, parents, and the community to help us make changes and give children more chances to learn and grow.	<u>What this means for our children:</u> All children will say they enjoy their learning, understand what they are learning, and feel well supported to get better and make progress.
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
<u>Our priority:</u> All children will feel safe, respected and supported to thrive and achieve in school. They will experience a consistently inclusive, rights-respecting, and engaging learning environment that promotes wellbeing, participation, and equity.	<u>Our priority:</u> Attainment in writing, particularly across first level, and numeracy, particularly across second level, will improve through improvement in the quality of learning and teaching experiences; consistent assessment approaches; and pupil engagement. All learners will understand their progress, next steps and achievements and how these are important in the world of work.
<u>What this means for our children:</u> All children will feel safe, respected, and cared for at school. They will learn in a fair and welcoming place where everyone is included, their rights are valued, and they get the help they need to do their best.	<u>What this means for our children:</u> Children will get better at writing and numeracy by having high-quality teaching, fair and consistent assessment, and learning that keeps them interested. They will understand how well they are doing, what they need to learn next, and why their learning matters for their future.