

Logan Primary School
and
Early Childhood Centre



Establishment Context

Logan Primary School and Early Childhood Centre is a small, rural school situated in a post-industrial mining village. The current school roll includes 106 primary pupils and 28 children in the Early Childhood Centre. The school serves the communities of Logan, Lugar, and Cronberry. The area is home to a number of active community groups, offering valuable opportunities for partnership working and the development of a curriculum that reflects and celebrates the local context.

In our 2024 school census, 26% of our pupils were identified as having Additional Support Needs (ASN), which is 2% higher than the East Ayrshire Council (EAC) average.

Our Free School Meal (FSM) entitlement stands at 34%, which is 10% above the EAC average, reflecting the socio-economic context of our school community.

A significant majority of our children (90%) live within SIMD 2, with a further 6% in SIMD 3. Small proportions of our pupils come from areas in SIMD 6 and SIMD 8 (2% each).

Our average pupil attendance for the year is 91%

The local authority learning review in March 2025 identified strengths in various areas across the school, a brief summary of which can be viewed below-

- The new head teacher has a clear vision and is driving positive change and improvement.
- A strong sense of teamwork exists among staff, fostering supportive relationships with pupils and families.
- A calm, purposeful learning environment is evident in both the school and Early Childhood Centre (ECC).
- Staff are embracing change and leadership opportunities to benefit learners.
- Classroom and corridor displays are well-managed, balancing student work and learning aids.
- Pupils are respectful, confident, and proud of their school, showing strong values and positive interactions.
- Children's voices are heard and valued, with their input influencing school decisions.

During the learning review there were some areas of development suggested, a summary of which can be viewed below-

- Enhance lesson quality in line with national guidance by focusing on clear success criteria, purposeful assessment, appropriate lesson duration, effective questioning and differentiation.
- Continue to promote professional learning through peer visits and collaboration with other schools to share and reflect on practice.
- Continue to refine short, medium, and long-term planning processes to support coherent learning progression.
- Strengthen whole-school collaboration with staff and stakeholders to drive strategic, ongoing improvement, including refining the school's Curriculum Rationale.
- Further develop self-evaluation approaches, using key quality indicators in a structured and ongoing review cycle.
- Review the remits of the Senior Leadership Team to enhance strategic developments.

These areas for development will be carried forward into our next improvement plan.

Establishment Vision, Values and Aims

During the 2024–25 session, we undertook a comprehensive review of our school's Vision, Values and Aims (VVA). This process was initiated following self-evaluation of *Quality Indicator 1.3: Leadership of Change*, which highlighted that while a vision, set of values, and aims were in place, they were not fully understood, embraced, or reflected consistently across our whole school community.

In response, we launched a structured period of review with the aim of co-creating a shared and meaningful VVA that could be embedded in everyday practice and truly represent the voice of our community.

A wide-ranging consultation process was carried out involving all stakeholders. Our goal was to develop a set of principles that were both aspirational and practical—concise enough to be lived and modelled across the school yet deeply rooted in the values and aspirations of our learners, families, staff, and wider community.

Staff across the school and Early Childhood Centre participated in collaborative workshops where we explored individual and collective values and identified the key qualities we wished to instil in our children.

To gather parental and community views, a survey was distributed during our first Parents' Evening by our House Captains, encouraging broad engagement and valuable input.

Pupil voice was central to the process. Children worked in their house groups, alongside allocated staff, to discuss and debate shared values and their expectations for school life. These discussions were rich and insightful, revealing strong areas of agreement and a clear sense of what matters most to our learners.

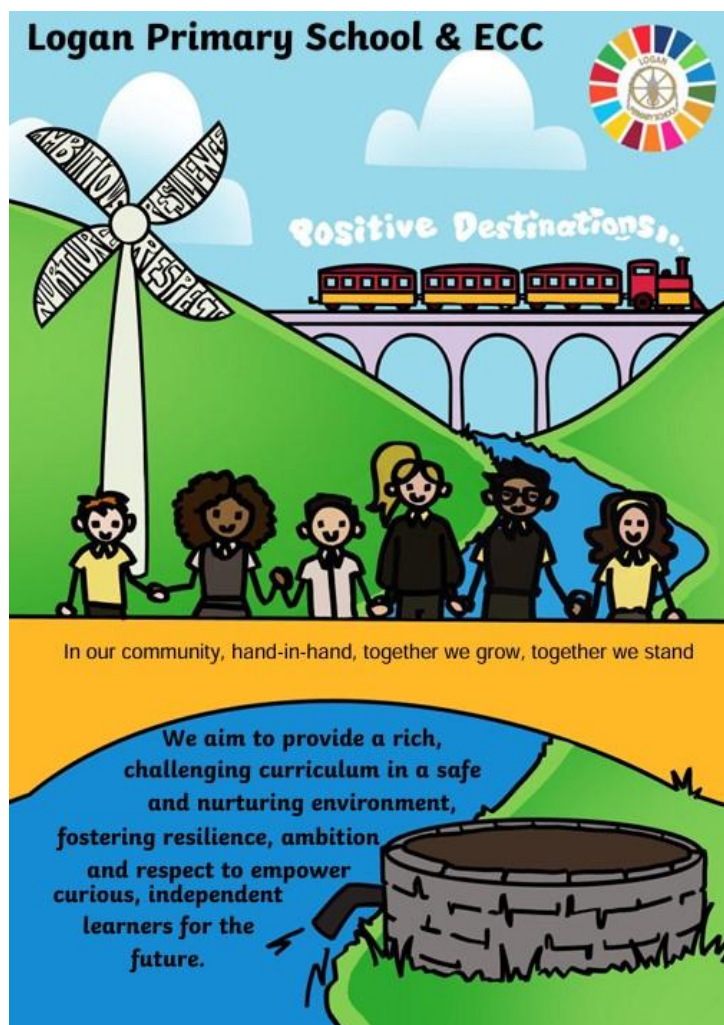
Drawing from this collective input, we identified common themes and created a revised Vision, Values and Aims statement. To ensure these are visible and memorable, we developed a visual representation incorporating local landmarks, reinforcing our place within the community.

In addition, our children collaborated with Paul Brunton from *Rock and Role Models* to create a school anthem that captures our new vision and brings our values to life through music and lyrics.

Values

Vision

Aims



Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> Increase leadership opportunities, for all, across the school and ECC.	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.
--	---	---

Our Leadership

Progress and Impact	<u>Establish clear remits for senior leadership team and distributive leadership roles across all staff</u> Draft remits for the Senior Leadership Team (SLT) were established at the start of the academic session. As a newly formed team working through a period of significant development and change, these remits have naturally evolved over the course of the year. The appointment of the Acting Head Teacher to the permanent post, mid-session, has provided greater stability within the SLT, enabling the formulation of more long-term remit allocations to be devised in the coming year. Consequently, the initial remits now require revision, as highlighted in our recent learning visit report, to optimise the school’s strategic development and ensure that roles and responsibilities are clearly defined, well understood and maximise leadership time for the greatest impact on school improvement. Despite the identification of the necessity for further refinement, this year it has enabled distributed leadership across the SLT and allowed us to make significant changes across the school and ECC. <table><tr><th>Staff</th><th>Area of Focus</th></tr><tr><td>GR</td><td>L & T</td></tr><tr><td>JR</td><td>Wellbeing</td></tr><tr><td>CW</td><td>L & T</td></tr><tr><td>KD</td><td>Sports</td></tr><tr><td>ND</td><td>Clean Green</td></tr><tr><td>ED</td><td>Clean Green</td></tr><tr><td>AA</td><td>Wellbeing/ Playground</td></tr><tr><td>LM</td><td>First Aid</td></tr></table> Additionally, all staff members were assigned leadership roles through Professional Review and Development (PRD) meetings held towards the end of the previous academic year, preparing the team for the year ahead. These PRD sessions were conducted by both the former and new Acting Head Teachers, reflecting the leadership transition that took place in April 2024, and will benefit this coming year from more alignment with priorities due to consistency in approach. The staff’s individual leadership roles this year however have enabled us to make improvement across several areas- detailed below- and have led to more ownership and involvement of staff in school improvement. The Clean Green Team have held non-electricity days raising awareness of energy usage. They have audited energy checklists and encouraged pupils and staff to conserve energy through good practices. They held Walk to School week, encouraging a more sustainable method of daily travel and health benefits. Their Rag Bag campaign has brought additional funding to the school and has promoted the recycling of clothing. They’ve promoted the sharing and reuse of Halloween costumes, toys and games through swap shops and stalls at the school fete. We have lending libraries across the school to share books and reduce consumerism. They have consulted with local figures such as the Cumnock Citizen of the Year and the Community Council Chair who are particularly invested	Staff	Area of Focus	GR	L & T	JR	Wellbeing	CW	L & T	KD	Sports	ND	Clean Green	ED	Clean Green	AA	Wellbeing/ Playground	LM	First Aid
Staff	Area of Focus																		
GR	L & T																		
JR	Wellbeing																		
CW	L & T																		
KD	Sports																		
ND	Clean Green																		
ED	Clean Green																		
AA	Wellbeing/ Playground																		
LM	First Aid																		

Remit	Sarah Robson (Acting) Head Teacher	Louise Bailtie Depute Head Teacher	Robert Robertson Senior Early Years Practitioner
Line Management	Depute Head Teacher All staff Responsibility: p4/5, p5/6, p6/7, NCCT & support staff	Responsibility: ECC, P1/2, P2/3	Early Years Practitioners
Child Protection	Child Protection Co-ordinator Attendance Monitoring Well-being monitoring	Child Protection Depute (in absence of HT)	
Responsibilities	• School Improvement Plan (SIP) • Budget/Financial Planning/Resource Management including PEF • Reviewing Curriculum Rationale yearly • Curriculum design - review • School Handbook • Annual Review of Vision and Values • Forward Planning/Calendar	• ASN coordinator (Primary) • Calendar of ASN meetings • Coordination of ASN Documentation • Coordination of RFAs • Overview of ASN needs and interventions/plans for support • Analysis of ASN data • SFL timetabling and assessment coordination • School Effectiveness Review	• Nursery lead - Care Inspectorate audits, reports, action plans overview • Nursery enrolment • Resource management - physical, educational for nursery and technology - nursery • Annual calendar - nursery • Early Stage (N/P1) transition • staff/pupil/parent/multiagency with DHT/SEYP

in reducing litter in our community. The resulting impact from this work has been a reduction in litter in the playground as children are using the bins more habitually; children have been inspired to undertake their own litter picking within the community and some have acted to clean up areas of weeds and clutter to show pride in their community.

The learning and teaching group focused their efforts on pursuing the digital school award. They were however stalled significantly by technical issues out-with their control. The group investigated their own digital skills in a bid to determine levels of digital literacy across the school. The group managed to register for the award and access the checklist, however time was a pressure here and therefore we would consider tackling this in future years.



The sports committee were very active in their endeavours this year and were supported by our Active Schools coordinator. They undertook audits of our playground and children's interests in order to make improvements to our provision. The majority (70%) of children reported that they felt listened to in regards to their opinions on playground improvements and felt that the improvements were good; a minority (23%) felt that sometimes their opinions were listened to; and a few (7%) felt their opinions hadn't been heard. As a result of the playground changes staff report a reduction in playground incidents. The sports committee have designed interhouse tournaments for the school which have helped to develop our feelings of belonging and team work as we each support our house with enthusiasm. The sports committee have been successful this year in obtaining our Gold Award which we are all very delighted about.

The health and wellbeing committee have issued staff surveys, which have helped to highlight where supports are required, if not already in place. They have also designed a whole school approach to discussing our emotions, 'The Sea of Emotions'. Each class now has a visual 'Sea of Emotions' that they can refer to when children are experiencing a variety of emotions. Next steps for this area is to develop and design an image to be displayed across the school which represents our 'Sea of Emotions'.

The pupil council continued to explore children's rights and share ideas on how these could be promoted across the school. Time became a factor here due to the breadth of our developments across other priorities, therefore next year we would employ a different approach with regards to the Pupil Council focusing more on their voice for evaluating developments within the school.

Introduction of a Parental Engagement Calendar

A parental engagement calendar was introduced at the beginning of this academic session. It has evolved across the year and been merged with our overall school calendar. We have held class assemblies, open afternoons and transition events. The engagement in our open afternoons has increased parental participation in learning across the school, with a 73% average of p1-3 parents attending and 49% average in p4-7. We have no prior data to compare this

EFFECTIVE CONTRIBUTORS

Inspired by their meeting with community members yesterday, Paisley and Willow decided to undertake some litter picking in the community. They took their own pictures and made a short report on their actions to bring in to school.

Well done girls, we are very proud!



with and therefore will utilise this as a baseline on which to gauge future success. We are particularly keen to increase our engagement at these events in the upper primary.

Some quotes from a recent parental survey, where the question was 'tell us something you've really enjoyed this year', were-

'Communication with parents has been great'; 'Parents [are] more involved'; 'Being involved/ included in activities'.



Open Afternoons

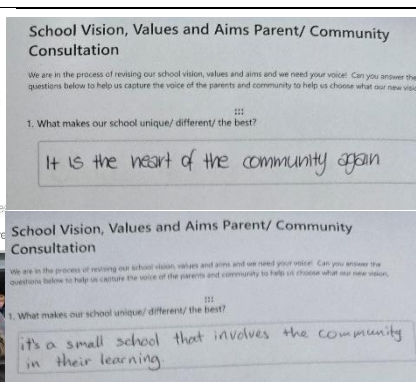
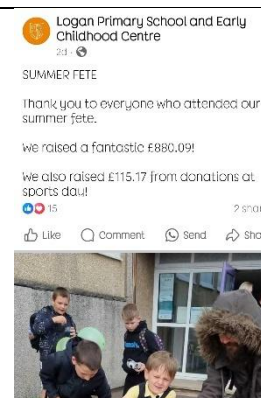
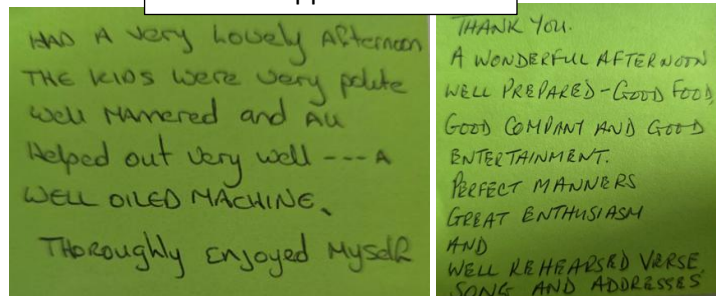


Class Assemblies

Our engagement agenda has also extended to our community, and we have held and been involved in many community events such as our shows, fetes, Burns' Supper, Remembrance Sunday and celebration events. The feedback from our community has been very positive- see below- and these events have put the school back at the heart of the community which was a target for us.



Burns Supper Feedback



Introduction of an ASN calendar of commitments

A new calendar of commitments was introduced at the beginning of this academic session. This has helped to guide the ASN coordinator who is new to this role in terms of when actions need to be carried out. It has ensured that Team With the Family meetings take place across the year, further assessments are undertaken, and commitments are honoured.

Outcomes for pupils have improved this year as EAST support has been more consistent and targets have been reviewed regularly. Support plans and recommendations are in place for children returning after the summer who may require further support or a review of their progress to interrogate whether there is an underlying diagnosis.

Next session we will begin to target improving our provision for health and wellbeing support, listening and talking skills and consider small group interventions. The ASN coordinator will undertake research into how other establishments coordinate their ASN and aim to make suitable refinements as a result.

Development of PLTA Calendar to support enhanced quality assurance and moderation opportunities. Opportunities created for collaborative quality assurance procedures, including lesson observations, jotter monitoring, learner conversations and learning walks.

A new Planning, Learning, Teaching and Assessment (PLTA) Calendar was introduced at the start of this academic session. This has provided a clearer structure and set of expectations, promoting greater consistency across the school. Staff now work from a shared timeline and framework, supporting effective planning, teaching, assessment, and moderation.

Term	Month	Date	Time	Type	Code	General Focus
1	Aug	19/08/24	9-3			SC57
		IN SERVICE				Attendance
						SIP Priorities recap
						Dates
						Working Parties
	Sep	20/08/24	9-3			Planning & Progression Frameworks
		IN SERVICE				
		28/08/24	15.15-16.15	Staff Meeting		Vision, Values & Aims
	Oct	07/10/24				
		14/10/24				
		21/10/24				Mid-term plan updates
		28/10/24				Review Planning
	Nov					Observations
						Jotter Monitoring
						Focus Groups
						Target Setting
						Tracking Meetings

The calendar has also strengthened collaboration by creating structured opportunities for professional dialogue around our PLTA approaches. Additionally, it has led to more efficient use of time, with workloads and key developments allocated time throughout the year. However following reflection and staff feedback, it is recognised that the calendar requires further refinement in the coming session to avoid overlap and better manage workload across the academic year. This forms part of our identified next steps. More opportunities could also be planned for to collaborate on moderation of quality assurance data in order to strengthen how well-informed all staff are about our strengths and areas for developments

Developing and implementing PLTA Calendar in collaboration with local school from education group to create enhanced level of partner-based work

We worked in a trio of schools (ourselves, Lochnorris and Auchinleck Primary) to begin discussing and sharing writing standards. The initial meeting was centred around our schools' data and presented an opportunity to foster relationships between the staff team. Staff were asked for the second meeting to bring along the jotters of three children they believed to be on the cusp of the level. This exercise had a positive impact on our children's attainment data as comparisons made across the schools gave confidence to our teachers in their judgements about children's levels. Our next steps in this area are to pre-plan these sessions at the beginning of the new academic year therefore maximising the opportunities for collaboration, as it proved to be a worthwhile task.

Continued engagement with the Leaders of Learning programme

We commenced this programme which stimulated some conversation about feedback. Due to circumstances out-with our control our involvement in the programme this year ceased after the first session and therefore no further gains were made as a result. This is something we will look to become involved with again in future.

Improved self-evaluation with all stakeholders

This session, we have increased our focus on self-evaluation and have actively involved children in reviewing the *How Good Is Our School? (HGIOURS)* questions to capture their voice and increase learner agency. Surveys were also conducted with parents and community members, providing valuable contributions to our overall evidence base. Next year we plan to involve parents and community on more focused evaluations of specific QIs.

Lochnorris, Logan and Auchinleck Primary Schools			
Collegiate Activity – In Service Day 6 th May 2025 – Writing			
What stage do you teach? _____ Teachers' names: _____			
Please use the spaces below to briefly record the main points of your discussion			
	Child A	Child B	Child C
Auchinleck	- volume of work pretty good - develop understanding that a new paragraph starts with a new clause - main things to work on - bits per writing	- looks mature and consistency - genre of writing seems to influence volume of work	
Lochnorris	- shows progress across the year - "b" [redacted] - Tools for writing an issue. - looks consistently across the [redacted]	- consistent issue of - looks for writing - Grammatical mistakes - looking vocabulary	
Logan	- strong 2.3 - consistent - use of vocabulary - structure - presentation	- strong 2.3 - good use of vocab - improve content - structure / presentation - a few details required in grammar	

How do you get a say in how our school buildings, facilities and resources can be improved?

I get a say in many ways such as - the suggestions box located at the main entrance, through our leadership groups and we can talk to the head teacher if needed.

How would you like to see our school building improved?

What I would like to see improved is - more donation parades, the crack at the bottom of the stairs, more school resources/fidgets when disorganised and work displayed throughout corridors.

How attractive and well maintained is our school? How could we help make it nicer?

More fidget options.
Torch in tent would be good.
People come from community and clear up the grounds.
Football pitch newly established.
Teachers put a lot of time into creating suitable learning environments.
Living room well maintained.

In our school do we all have the resources and equipment we need to learn? How do we know?

Whiteboard pens are an issue.
P6/7 well equipped and we look after what we have.

Do staff and pupils work together to find digital solutions and new ideas to enhance learning? To what extent do you find staff open to ideas from children/young people?

Our suggestion box is a big part of our small community as it demonstrates pupil voice and that is how they communicate.

Do you like our school dining facilities? How often do you use them? Does the range of food on offer provide enough choice to cater for everyone? Does the service cater well for those with particular dietary needs?

The school dinners are okay but if the East Ayrshire council allowed it we would love to have sugar!

Pupil HGIOURS responses May 2025

However, there is a recognised need to adopt a more strategic and structured approach to self-evaluation. This will help ensure comprehensive coverage of key Quality Indicators (QIs) and enable us to better measure the impact of our evaluative activities.

Engage with Education Central Team support as recommended by Learning Review

We have engaged with all supports offered and provided by the Central Team. The impact of this has been that the strategic direction of our school has improved and this was recognised during our last learning visit. The scheduling of the learning visit carried out in March 2025 was a result of areas of development that were highlighted during the visit in January 2024. The team in charge of the review were satisfied with our progress since and felt we were on a positive journey. They saw no reason to return for any additional visits before the next round of learning reviews but will continue to provide support where necessary.

Re-design our pupil leadership groups with clear links to elements of the improvement plan. Embed committees across the setting which actively inspire and demonstrate the impact of pupil voice.

This year, leadership groups were established for Primary 4 to 7 pupils in the following areas: Clean Green/Sustainability, Health and Wellbeing/Sports, Pupil Council, and Learning and Teaching/Digital Technologies. All children in P4–7 participated, with group allocation based on pupil preference.

	The leadership groups combined with other initiatives undertaken such as our suggestion box (evidenced in ‘Our Wellbeing and Belonging’ priority)- which is available to all pupils and their suggestions are replied to through a floor book which they can access readily; regular consultations on issues, e.g. playground equipment, has led to pupil voice and its impact being strengthened significantly across the school and was recognised by the team during our learning visit- <i>‘The pupils feel they have a voice within the school and their opinions, views and feelings are valued, listened to and acted upon.’</i> (LPS EAC Learning Review, 2025) While the leadership groups initiative promoted pupil voice and engagement, the impact of some groups was affected by timetabling challenges, including clashes with other events, meetings, and staff or pupil absences. These interruptions occasionally led to postponed or cancelled sessions, limiting the consistency and effectiveness of some group activities. It was noted that groups aligned with pupils’ natural interests and enthusiasm achieved greater engagement and outcomes. Moving forward, we will review the structure and delivery of leadership groups to enhance impact and continuity. We also aim to explore ways to involve younger pupils in similar opportunities for leadership and participation. In a bid to build upon the engagement with and impact of our suggestion box we will look to pose more direct questions for the children to make suggestions about in turn giving them more agency in the strategic direction of the school and encouraging them to be solution focused. <u>Implementing a ‘Learner Exchange Programme’ in conjunction with other local school, including reciprocal visits for children from a range of stages to visit partner school for authentic learner exchange experience (initially for morning slot and build to full day visit for June 25). Gather pupil voice throughout (qualitative feedback). Pupils will be able to talk about their experiences from the learning exchange, providing feedback on what they enjoyed about the experience.</u> The start of the Learner Exchange Programme was delayed due to logistical challenges; however, it successfully commenced in May with Lochnorris and Auchinleck Primaries, forming a trio of participating schools. Two Primary 6 pupils from our school took part in the initiative. The first session, held at Dumfries House, was designed to allow the six participating pupils to build relationships in a relaxed and supportive environment prior to visiting each other's schools. This was followed by reciprocal visits to each of the three schools on consecutive days. Pupils reported that they enjoyed the experience and found value in engaging with peers from different school communities. The programme provided a positive opportunity for collaboration, confidence-building, and broadening learners' perspectives. Future iterations will build on this foundation to further enhance pupil engagement and cross-school learning. Some of their feedback was as follows-
--	--

	1. What did you enjoy most about your exchange experience? Think about people you met, activities you did, or anything that made you smile! Meet new people and see every ones way of learning 4. Would you recommend this exchange to other pupils? Why or why not? Yes! It's a excellent opportunity to meeting new people and visiting classes and school. 5. Any other thoughts or feedback? As primary 6 pupils undertaking this project for the first time, the resulting impact was that they were able to meet people from their year group from other schools who they will then know as they progress into the secondary school. In further projects we would direct their attention to particular elements of a lesson for more directed feedback in order to impact on our pedagogy. The children showed leadership skills as they became ambassadors for our school. In the ECC this year, every member of staff has taken on a champion role, with the autonomy to lead and develop their area of responsibility within the centre. Staff were allocated half a day every four weeks to engage in CLPL and carry out development work related to their role. On the evening following this dedicated time, each staff member led a leadership session to share their progress and guide the discussion. CLPL requirements were identified through FACE reviews and opportunities subsequently shared with staff. Relevant information from the TAP team regarding courses at Strathclyde University was also disseminated. We are registered to participate in training led by Deirdre Grogan on the upcoming in-service day. Moving forward, there is scope to enhance collective understanding of the purpose, impact, ownership, and broader reach of CLPL activities to ensure they are as meaningful and effective as possible. In the next session, FACE reviews will be more targeted to ensure a structured and comprehensive plan is in place, allowing all key areas to be effectively addressed.
Next Steps	Leadership & Strategic Development • Revise all leadership remits to ensure clarity of roles, effective time use, and alignment with school priorities. • Review structure and delivery of leadership groups to increase impact and continuity. • Create opportunities for younger pupils to engage in leadership roles. • Clarify Champion Roles- Revisit role aims to strengthen understanding, ownership, and impact. Emotional Literacy • Create and implement a consistent visual for the <i>Sea of Emotions</i> across the school and embed its use across the setting. Professional Learning • Continue staff participation in the <i>Leaders of Learning</i> programme. • Refine FACE Reviews- Make reviews more focused and align outcomes with clear CLPL priorities. • Enhance CLPL Value- Promote reflection on CLPL purpose and encourage staff to evidence its impact.

	• Encourage staff to lead developments in practice and approaches. Curriculum Development • Engage with the <i>Curriculum Improvement Cycle</i> to increase staff knowledge of the developments and drive and comply with developments across curricular areas.
--	---

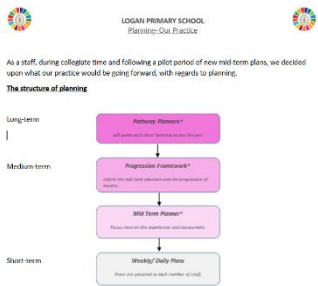
Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> To ensure consistency of high-quality learning, teaching and assessment in literacy, numeracy and HWB with a focus on pace, challenge and differentiation.	Education Service Improvement Plan Priority 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.
--	---	--

Teaching and Learning Together

Progress and Impact	<u>Develop a shared understanding of ‘An Excellent Lesson’/’An Excellent Experience’ and utilise this to guide professional discussions around our practices.</u> Created September 2024 We undertook a collegiate session based on our understandings of what an excellent lesson looks like, this prompted lots of discussion around the various elements of an excellent lesson. We pulled together our findings and created Logan Primary School’s Excellent Lesson visual. The resulting impact of this task has that we have increasing consistency in our understanding of what a constitutes effective pedagogy and children are benefiting from lessons with many aspects of our excellent lesson. Following quality assurance procedures such as observations and peer observation, and following our learning visit- <i>‘as a priority the school will further develop their excellent lesson in line with the [PLTA] guidance,’</i> (LPS EAC Learning Visit, 2025), we have identified that further, more in-depth exploration of the different components of the lesson is required. This is with the aim to build upon our existing practice and create consistency of standards across the setting to ensure all children experience excellent lessons, cognisant of the variety of learning needs within each cohort. <u>Undertake a book study of ‘Power Up Your Pedagogy’ to stimulate conversation and learning around our current pedagogical practices and how these can be further developed.</u> The book study stimulated many conversations around how children think and learn, as we focused on this section of the book. Some teachers reported that it encouraged them to consciously plan time for thinking and to consider the true purpose of tasks and whether they promoted learning around the intended key skills and knowledge of their lessons. It was reflected upon and agreed that the study itself would have had greater benefit had it been a more concentrated block of CLPL as opposed to spread out across a longer period of time. It was also agreed that it would be optimal to access the remaining sections of the book during focused sessions on their main topic. For example, a collegiate on learning intentions and success criteria, which we could plan actions from and use the book to guide our efforts, reporting back during the next session. This will be a useful resource to support our ‘Excellent Lesson’ exploration in the new session where we see it having a more direct
----------------------------	--

impact on our children’s learning. We will combine this with work through the Leaders of Learning programme to ensure our readings are utilised effectively and purposefully.

Agree consistent processes for planning across literacy, numeracy and HWB which will ensure that children experience progression, breadth and depth of learning.



We commenced a pilot, in August 2024, of a new mid-term planning format. This was decided upon by the staff team and feedback was varied at first. Some teachers found some of the process to be overly bureaucratic, however many staff thought the process of mid-term planning to be helpful in the long run despite being time-consuming initially. It allowed them to plan their blocks of learning, reducing workload in the following weeks, and it encouraged them to consider the building blocks of learning which would ultimately help children to achieve the overall aims of the block and how this would be assessed. Following the pilot we agreed on a planning ‘policy’ or rather, ‘our practice’ document which was then utilised for the remainder of the year. Next steps are to review the planning and consider how it aligns with the new technical frameworks, is it still fit for purpose or are tweaks required?

Establish a programme of peer visits to share good practice across the school as well as establishments in our education group.

Peer observations took place in term 3. Teachers identified what they would like to go and observe and the observed teacher identified what they would like feedback or further ideas on. Some teachers reported the impact being sharing of good practice and sharing of standards, confirming their judgements. Our p7 teacher was joined by the secondary maths PT to team teach a lesson in May 2025, she reported that this helped to confirm her judgements and also provided a transition opportunity for the children. We planned for two of our teachers to visit other schools to observe however logistical issues thwarted these efforts. Next steps are to plan further peer observations and schedule at least one visit per teacher to another school in the new session.

Logan Primary School - Helping us to Improve...

Curricular Area: LITERACY

Observed Teacher Focus: WRITING

Link(s) to GTCS Standards: 2.1.7/3.1 Curriculum and Pedagogy
2.1.1-classroom organisation, learning environment and structures - planning, learning and teaching and assessment. Additional support needs: digital technologies to support learning.
2.1.3 - the skills and competences that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning, and the need to take account of learners with additional support needs.
2.1.4 - how to adapt planning approaches to ensure that the needs of every learner are effectively addressed.
3.1.1 - communicate appropriately with every learner, modelling and promoting competence and confidence in literacy.
3.1.2 - employ appropriate teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner.

What went well?

- Use of Promethean board for visual stimulus
- Discussion with children regarding vocabulary/grammar: e.g. types of word (verbs/nouns/pronouns)
- CT writing children's suggestions to create working well workbook
- Use of EAC writing bubbles
- Length of CT input prior to children engaging with independent task
- Bubble checklist/success criteria for children to establish own progress
- Children quick to settle to independent task

What were the tricky bits?

- Interruptions by [redacted] Saturated flow of teaching and other pupils' concentration/focus

Learning points for observed teacher:

- Use CA to support [redacted] in one-to-one outside of class to allow other children to focus on CT, then swap over when class settle to independent task to allow CT to work with ASN child.

Learning points for observing teacher:

- Observed progress from [redacted] children since last session regarding achievement and confidence
- Would benefit from shared planning discussions for all [redacted] children
- Confirmed my professional judgements for [redacted] children currently in [redacted]

Observed Teacher: [redacted] Signed: [redacted]

Observing Teacher: [redacted] Signed: [redacted]

Date: 15.05.25

Curricular Area: Numeracy and mathematics

Observed Teacher Focus: Numeracy (Fractions of amounts)

Link(s) to GTCS Standards: [redacted]

What went well?

- Engaging activities reflective of experiences and outcomes and current topic of work
- Activities were differentiated to provide support and challenge
- Children were aware of what they had to do.
- Well organised lesson and resources!

What were the tricky bits?

- Some children required reassurance and support across various groups. This meant that class teacher splitting time between all groups.

Learning points for observed teacher:

- Utilise CA support when available.

Learning points for observing teacher:

- Engaging activity ideas
- Sharing of resources

Observed Teacher: [redacted] Signed: [redacted]

Observing Teacher: [redacted] Signed: [redacted]

Date: 13.05.25

Develop a shared understanding of high-quality assessments, AifL strategies and create a calendar of consistent summative assessment in literacy, numeracy and HWB.

In November we introduced GL Assessment in order to have a consistent approach to assessment across the school, in terms of summative assessment. We increased dialogue around assessment and the purpose of it, build time into our tracking meetings to discuss how assessment, whether formative or summative was used to support judgements and some teachers began to create their own assessment grids. We developed pupil profiles (discussed further in 'Our Attainment, Destinations and Achievements') to increase discussion around assessments and comparing SNSA data, etc, with the ACEL data. Teachers in p1-3 have collaborated on writing benchmarks and created assessment visuals for the children to use when writing, as a way of checking their work but also for teachers to have a consistent approach towards assessing writing levels. We have explored our use of assessment informally in other curricular areas, and next we need to confirm our assessment calendar for the coming year.

Examine, using quality assurance procedures, our current level of feedback to children and develop a plan for improvement and progression.

Jotter monitoring showed a variety of approaches with some consistency in the lower and upper school in writing. This is an area we will address and consider when exploring the excellent lesson in the next year.

Provide children with opportunities to apply their learning in new and unfamiliar ways through different contexts utilising our unique context and community links.

As a result of our community spirit we have raised vital funds which have allowed us to take our learning beyond the school gates, with trips that have learning to life for the children. TECC-P3 visited Dumfries House with p1-3 engaging in the Farm to Fork program, enhancing their topic work; p4 and 5 went to the Glasgow Science Centre as p4/5 had completed a topic on Space; p6 and 7 took a trip to the Scottish Parliament which built on their exploration of this topic, they also visited Dynamic Earth; p6 went to Dean Castle for Danger Detectives, and the whole school explored exotic animals, birds and reptiles at Amazonia- each one an opportunity to explore, to wonder, and to learn in new ways. Two children attended the Day Centre to join in on a crafting group, which was a particular interest of theirs. A small group enjoyed Fossilfield Equine Therapy for a series of visits, learning how to care for the horses and benefitting from their therapeutic influences. We wish to develop our practice further to utilise more of our unique to enhance learning in real and natural ways.

Implement new policy and procedures for the documentation and monitoring of ASN which can be accessed and added to by both teaching and support staff.

Routines and procedures have been trialled and piloted this year. In the coming academic session these need to be refined further. ASN log will be further refined in the coming session as a result of process and procedures being tightened up. There are ongoing changes at an authority level with regards to ASN paperwork and processes and therefore the ASN policy as a formal document as opposed to 'our practice' will be designed and refined next session.



Logan Primary School

Pathway Planner

Coverage of experiences and outcomes at **First Level**



Stage: Primary 3.

(*) Red indicates suggested/possible areas of focus.
 (C) Blue indicates suggested/possible **Clickety** questions.
 (These are not prescriptive and can be adapted to meet the personalisation and choice of children and young people.)

Literacy and English			
Area	Term 1: August - December	Term 2: January - March	Term 3: April - June
Reading	Findings and Data Information	Engagement and Choice	Findings and Data Information
	UT 1-14a (Note Taking)	UT 1-11a (Positive attitudes to reading)	UT 1-14a (Finding, Selecting and Sorting Information)
	UT 1-15a (Selecting Information)	Understanding, Analysing and Evaluating	Understanding, Analysing and Evaluating
	Understanding, Analysing and Evaluating	UT 1-16 (Purpose of a Text/Fiction)	ENG 1-17a (Literal, Inferential and Evaluative Questions)
	UT 1-18a (Facts and Opinion)	Understanding, Analysing and Evaluating	Engagement and Choice
	UT 1-19 (Purpose of a Text/ Non-Fiction)	ENG 1-19a (Writers Style)	UT 1-20a (Creating Texts of your Choice)
	Tools for Reading		
	UT 1-21a, ENG 1-22a (Skimming and Scanning, Subject specific Vocabulary)		

Research the Backdrop Planners utilised in other establishments and adapt and pilot these to reflect our context

We implemented these at the start of the academic session. Some staff have embraced and utilised these reporting that it is encouraging a wider spread of coverage and more guidance. Still more curriculum coverage is required however, with the current CIC, reviewing these backdrop planners at present would be futile and not a good use of time. Next steps are to monitor our curricular coverage and consider how we can ensure breadth.

Develop our own curriculum rationale which reflects our local context in conjunction with knowledgeable community partners and the community plan

We have engaged with community partners across the year to begin building a picture of what our Curriculum Rationale will look like. We have been utilising our local context more and have been forging relationships and developing our environment in order to make way for future developments in relation to curriculum. This has set the foundational work for developing our rationale in future.

Utilise digital technology further to enhance our current practice

We have invested in resources within the ECC to support the development of digital technology. While some progress has been made in advancing digital learning, further work is needed. This will be a priority in the upcoming academic session, with clear targets set to drive improvement.

Further development of the use of the Clickety Resource.

Staffing and resources have hindered the progress of this particular action. Some attempt was made to make the expected outcomes of the programme more universally available.

Literacy and numeracy provocations and staff support to be developed further in outdoor learning areas. Improve literacy activities and phonological awareness in the ECC. Numeracy champion to undertake audit of current practice alongside staff and implement necessary actions.

Great progress has been made in the outdoor area. This has been led by our outdoor champion and is embedded and easily identifiable within the provision. Further work is required to expand this practice to the rest of the centre.

Further exploration of assessment.

Some progress has been made within this priority, further work is required to support practitioner judgement and ensure data is robust.

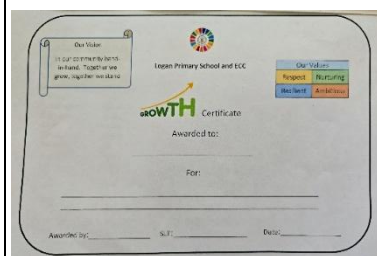
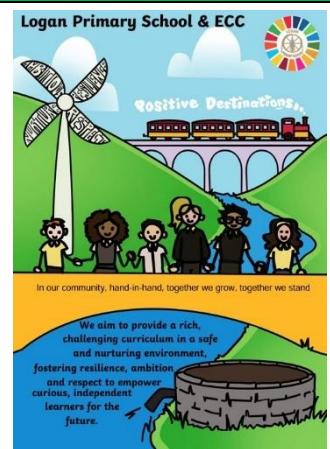
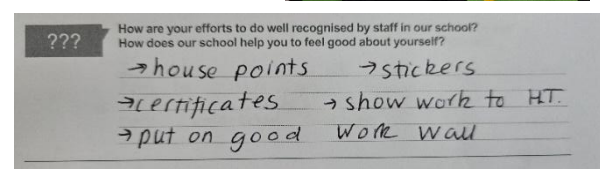
Next Steps

- High-Quality Learning & Teaching**
- Engage in deeper exploration of the components of an ‘excellent lesson’ to enhance pedagogical practice and understanding.
 - Build staff confidence in using the moderation cycle to support consistency and improved outcomes across the curriculum.
 - Access and explore the remaining sections of *Power Up Your Pedagogy* during structured, focused CLPL sessions aligned to each chapter’s key theme and in tandem with the exploration of the ‘Excellent Lesson’.
 - Formalise an assessment calendar for the coming academic year, ensuring it reflects whole-school expectations and progression across curricular areas.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Continue to explore assessment practices in wider curricular areas to ensure validity, variety, and relevance.• <p>Professional Learning Through Collaboration</p> <ul style="list-style-type: none">• Plan and implement a programme of peer observations across all stages.• Arrange for each teacher to participate in at least one professional visit to another school during the session to share and develop good practice.• Pre-plan Trio Moderation sessions with our partner schools at the start of the session to maximise collaboration.• Increase time for collaborative moderation of quality assurance data to deepen staff understanding of strengths and areas for development. <p>Learning Through Context & Place</p> <ul style="list-style-type: none">• Expand the use of the school’s local and unique environment to enhance learning experiences in real and meaningful contexts.• Draft the school’s curriculum rationale to reflect current priorities, learner needs, and national expectations. <p>Curriculum Breadth & Coverage</p> <ul style="list-style-type: none">• Strengthen monitoring of curricular coverage to ensure breadth and balance across all levels and subjects.• Explore how enquiry-based learning can enhance engagement and depth in wider curricular areas. |
|--|---|

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> To improve the wellbeing of children and staff and to promote positive relationships between the school, children, families and the community.	Education Service Improvement Plan Priority 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.
--	--	--

Our Wellbeing and Belonging

Progress and Impact	<u>Revisit and, if necessary, redesign the establishment’s vision, values and aims in consultation with pupils, staff, parents and community. Roll these out across the establishment utilising them to promote and develop our desired school culture.</u> A complete revamp of our school vision, values and aims was completed this year. We consulted all stakeholders in a variety of ways- surveys, collegiate sessions, house meetings, and arrived at a collectively agreed V, V, As which are now owned by the children and staff. We created a visual of the V, V, As to be displayed across the school and worked with Paul from Rock and Role Models to create our own school anthem which we sing with pride. Next steps are to roll our V, V, As to the wider school community and devise a way to embed these.   <u>Design awards which are linked to our establishment V, V, A, to be presented at weekly assemblies/ celebrations to encourage positive decision making and ambition across the establishment.</u> We designed our Growth certificates which are awarded at assembly each week. The children enjoy being recognised for their efforts and both they and their parents like to see their pictures on the ‘Logan Learners go to infinity and beyond’ board. It is encouraging children to try their best. We also started a house points system to encourage positive decision making and ambition. Children thrive on being awarded house points and love to contribute towards their house’s success.     
----------------------------	--

To consistently implement the GMWP twice per year at all stages of the school and analyse the results to inform targeted wellbeing supports at specific stages across the school.

This has happened however the resulting impact could be greater. We need to utilise the data analysis spreadsheet and also formalise our approaches to action planning following the collection of the data as this was not consistent across the school. However our actions around creating leadership opportunities, enhancing pupil voice and creating a positive culture have had effects on children's wellbeing as evidenced by an increase in scores in these areas.

Children reported an increase in scores between October and May in the following areas-

- *I like being chosen to do things in school*
- *Other pupils look out for me in school/ make sure I am feeling ok*
- *I can wait until it is my turn*
- *I can stand up for myself in school*
- *People listen to me in school*
- *I will keep trying even if the work is hard*

We have further work to undertake in relation to the GMWP and utilising it to identify common trends but also children who area scoring particularly low and procedures for following up on this in order to take individualised action to support them.

To effectively utilise our new attendance tracker to analyse patterns of and persistent absenteeism.

This has been implemented and is highlighting cases where attendance is dropping. We have issued more general information on attendance this year but require a more formalised approach or policy to ensure that attendance improves. Currently our attendance average sits at 91%, which we would like to continue to build on. We have worked with other agencies to support children whose attendance is concerning.

To increase parental engagement through the introduction of a parental engagement calendar and re establishment of the parent council.

Parental engagement referenced in the 'Our Leadership' priority. We have also re-established our Parent Council who ran a very successful Halloween Party which raised vital funds which they donated to us to resource our Living-room Area. They have supported the school across this year in a variety of different ways, having a voice in some of our school improvements and we look forward to extending and developing this relationship over the coming year with further opportunities being created for their influence on school improvement.



PARENT COUNCIL

Following the Parent Council AGM on Tuesday night, our new office bearers are as follows.

Chair- Kerri Haining
Vice Chair- Claire Donnelly
Treasurer- Joanne Ward
Secretary- Kayleigh Gibson

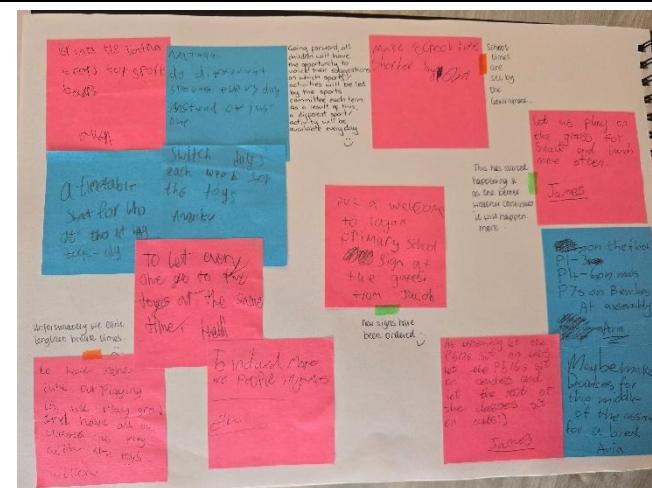
We are looking forward to working in partnership throughout the year.



To increase pupil voice through the introduction of a 'Pupil Voice Calendar'

A formal calendar was not introduced however various approaches have been taken which have led to children reporting a high level of autonomy, which was noted in our learning visit report. We have a suggestion box in the foyer where children can submit suggestions for considerations. These are then presented in a floor book with responses from staff to indicate whether it is something we can take forward or not, and if not the reasons behind this. We have many opportunities for children to vote on things across the year,

regular consultation is undertaken. For example, in naming our support room, choosing equipment and activities for the playground. The impact of our improvement agenda on pupil voice is referenced and evidenced further in the 'Our Leadership' priority.

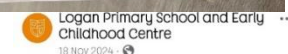


Access third party services such as NEST to provide in-house training for parents and staff

An initial parent session was planned however this was not well-attended. The parent who did attend however felt that it really benefitted them. In future we would personally invite people we feel would benefit from these sessions as well as a more open invite.



Re-build relationships with our school community by working with local groups and accessing local facilities to enhance children's wellbeing and learning. Invite partners to showcase at open afternoons, parents' evenings and parent workshops. Continue to make improvements to the physical establishment environment utilising support from community partners.



NEST Neurodiversity Parent Session

Join Us for Coffee & Chat with NEST! ☕
Are you a parent navigating the journey of neurodiversity? Whether you're seeking support, sharing experiences, or simply connecting with others, we invite you to our Coffee & Chat event!

Date: Wednesday 27th November 2024
Time: 1:30pm
Location: Logan Primary

At NEST, we believe in the power of community and conversation. Join fellow parents to discuss all things neurodiversity, including ASD, ADHD, dyslexia, and more. This is a safe space to share insights, ask questions, and find support.

What to Expect:
Informative Discussions: Learn about our services and how we can support your family's unique needs.



Lochlan's Legacy Workshops

We have had local groups in school to share their developments with parents. We have had community members in for workshops and question and answer session such as Cumnock Citizen of the Year and CLL Community Council Chair. This had a great impact on some of our children as they were in to discuss littering in the area and the actions we could take to tackle it. Two of our children then began litter picking in the community and speaking to community members about the impact of littering (picture evidenced in 'Our Leadership' Priority).

Lochlan's Legacy, a local charity were in school delivering awareness and education sessions with regards to Type 1 diabetes, a condition which affects some of our community members. The children gained a lot of knowledge as a result of these workshops and primary 4/5 were able to deliver a class assembly on their learning as a result. They are now very aware of how to support someone with T1D who is experiencing low blood sugar and are very supportive of their peers who have T1D, showing a development in positive relationship building.

We held our *sports day* at the local football club venue, something which the children were very excited about. This allowed us to make improvements to our sports day and build on feedback received from parents last year. It also provided the children with an opportunity to participate in an event within

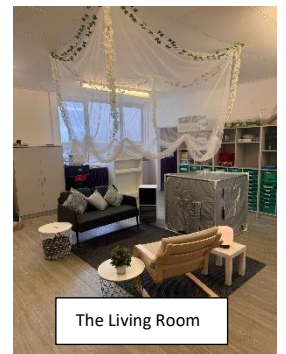
Sports Day— 4th June 2025

Last year we issued a survey after our sports day, <i>some of the things parents liked were...</i> 'I enjoyed everyone coming together, the flash mob, how organised it was...' 'The atmosphere created by the staff and pupils was fantastic ' 'The added extras with the houses coming out with their banners & the dance' So as a result of what you've told us, this year... We have very kindly been offered the use of Rosebank Park in Lugar. We will walk the children down and have a picnic lunch (ECC will travel on a minibus) before the sports day starts. There is plenty of space for parents and seating, toilet facilities and the club are planning on offering hot food and drinks at a small cost. We just ask that no food or drink are passed to the children until after the sports day. We have a new PA system, so hopefully this will solve the sound issues and you will be able to hear us better. We plan to dismiss the children from the park on that day but will consult with you on whether they are being picked up or to walk home. There will be staff walking back to Logan.	<i>The points for improvement were...</i> 'It was hard to see the full faces only seen them from start line' 'Seats for parents' 'A better volume on the mic'
--	---

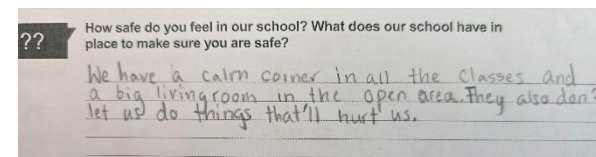
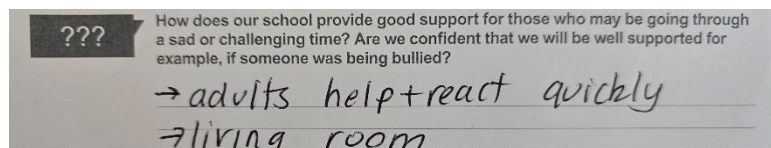
their local community, benefitting from our unique context and local facilities. We have focused a lot of our efforts in improving the *physical school environment*, both interior and exterior. We have disposed of two full skips of old materials and resources which were broken, damaged or obsolete. We have rearranged internal storage and have, with the help of our Parent Council made improvements to areas such as our upper open area. This has been transformed into our 'Living Room' a calming, sensory area which children can access to regulate or to complete work in a quieter space. Children have benefitted from this as the environment is much more welcoming, communicates how we respect the school and have high standards for Logan Primary and they feel supported to regulate their emotions.

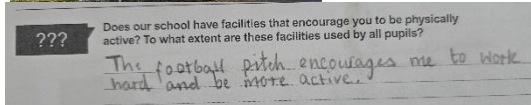


Sharing skills at the Day Centre



The Living Room





Our exterior environment has also been improved to create a space more conducive for learning and communicating a message of pride in our school to and for our community. This would not have been possible had it not been for the support of various community members and groups who have cleared and disposed of trees, bushes, weeds, moss, broken materials and much more. The children have enjoyed being part of the clear up too and have got involved in caring for their school environment. They know we care about the school and therefore want to effectively contribute too.

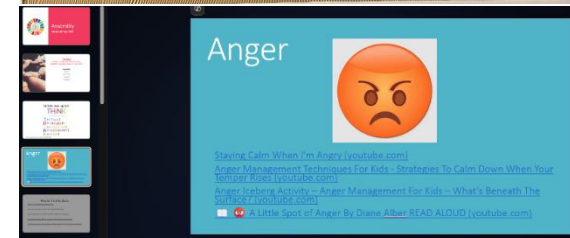
This clear up has allowed us to utilise our space better, and in turn we have been able to create a small football pitch with the support of community members Bert and Tony Esquierdo and Keith Campbell, alongside our Janitor. In an astonishing act of further kindness they have also donated a brand new ride-on grass cutter and pitch liner from their own pockets, so that we can maintain the pitch and surrounding areas, creating a lasting legacy. The children are delighted with the new pitch as they recognise the benefits to their health and wellbeing.

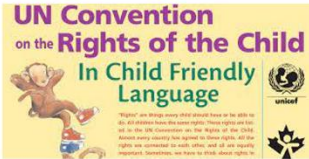


Work with children and staff to design a whole school approach to supporting children with social, emotional and behavioural needs in order to formulate a consistent language across the school and reduce instances of aggression towards others. The wellbeing leads and leadership group worked together to create a visual which could be displayed across the school in order to support children to recognise and manage their emotions. It is called the Sea of Emotions and is intended to be used to allow children to recognise that the storm always passes and we can return to calm waters. Next steps are to try and create a consistent image that can be used across the school and undertake work on how to support children who are experiencing the different strengths of waves of emotion.

During assemblies we have explored emotions, how they feel and present and different strategies to support ourselves. This has proved impactful during conversations with children who are in need of support, particularly during break, times as they can identify ways to support themselves and are beginning to use these strategies more regularly.

Utilising PEF to employ an ELCP this year has been particularly useful in supporting several children with social, emotional and behavioural needs. Children have scheduled sessions a few times a week to discuss their thoughts and feelings and the ELCP provides a safe space to explore what they mean and ways of coping or challenging their thoughts and feelings.



	<u>Begin our journey to achieving our Rights Respecting Silver Award</u>  <u>Today's Rights Focus</u> ARTICLE 2 (non-discrimination) The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status. ARTICLE 23 (disabled children) Disabled children have the right to enjoy a full life, with dignity, and to participate as far as possible in their community. The government should support disabled children and their families. We have focused on raising awareness of children's right through our weekly assemblies. The children have been introduced to the UNCRC and what this means to them. We have explored a number of articles across the year linking them to the topics we are delivering in assembly. Many children are now more aware of the UNCRC and some of their rights. Achieving silver this year was not feasible and in future years we will look to promote children's rights further using the Silver plan as a tool for success. <u>Continue to improve our recording of pastoral notes, bullying incidents and subsequent actions</u> We now have a system in place where all staff can access pastoral notes to record, and staff use the alert function to notify others if need be. <u>Consult with pupils and parents throughout the year with regards to the cost of the school day.</u> We did not manage to undertake this task this year however we ensured that we were sensitive to the variety of financial needs within our school and no child missed out due to financial constraints. We also took steps to cut costs, for example, paying for the residential bus. <u>CLPL opportunities for staff based on current inclusion issues and support needs, such as the EAST Beyond Behaviour Modules, Keeping the Promise Award programme, Care Experienced Children and Anti-Bullying training.</u> This needs to be carried forward into the next academic session. Staff were made aware of Keeping the Promise through signposting to links and information at the beginning of the session. <u>Further development and embedment of UNCRC in ECC.</u> Some work has been undertaken in recognising SHANARRI indicators across the centre and what this means to the children, bringing in articles which underpin this. Further work to be completed in conjunction with school.
Next Steps	Attendance - Develop and implement a formalised school policy or framework to improve attendance, with clearly defined roles, procedures, and supports. Children's Rights & CLPL - Promote children's rights further by progressing through the <i>Rights Respecting Schools Silver Plan</i>. - Ensure relevant CLPL (Career-Long Professional Learning) is in place to support staff understanding and delivery of children's rights education. Staff and family CLPL – Inclusion & Wellbeing - Provide targeted CLPL opportunities on current inclusion and wellbeing issues, including: - EAST Beyond Behaviour Modules <i>Keeping the Promise</i> Award Programme - Care Experienced Children

	▪ Anti-Bullying Training PE Provision • Review and revise the current PE timetable to enhance provision. • Ensure pupils receive their full entitlement to high-quality physical education, in line with national guidelines.
--	---

We intend to analyse data further to fully define any negative trends in attainment data and focus priorities on improving outcomes for these cohorts. This includes focus on pedagogy, ASN, moderation and assessment. We need to focus on writing within the middle to upper school, especially across the transition from the end of first level into second; and numeracy at the beginning of second level.

Handwritten moderation notes on a grid paper. The notes are organized into sections with questions and answers. The first section is about 'Evidence within plans' with answers 'yes within plans' and 'evident in plans'. The second section is about 'Are the learning outcomes clearly stated?' with answers 'S.C. split into lessons', 'L.T. all written on plans', and 'very clear L.T.'. The third section is about 'Does the assessment tasks used to support the progress of the process?' with answers 'assessment tasks used to build up genre over time' and 'yes'. The fourth section is about 'Are the success criteria clear, relevant and measurable?' with answers 'L.T. not explicit (it is in notes form)', 'S.C. are clear, relevant + measurable', and 'genre broken up to build up over time'.

Participate in authority, education group and school-based moderation activities focused on literacy and numeracy.

We have undertaken in-house moderation regarding writing as this was identified through our ACEL data and qualitative data as an area of focus. Teachers brought along their writing planning and discussed the various elements within it sharing ideas and tips. Next session we need to create more opportunities for in-house moderation in order to impact upon pedagogy, increasing consistency and improving children's attainment as a result.

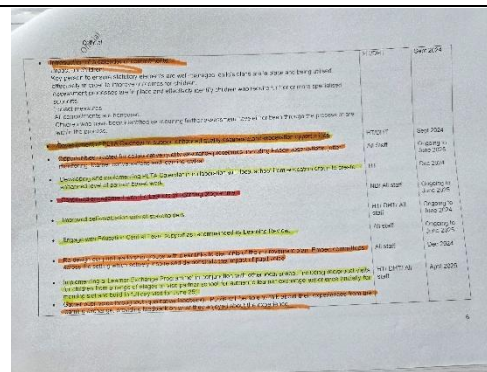
As a trio within our education group, Logan, Auchinleck and Lochnorris moderated writing, in particular, judgements around children on the cusp. This is referenced and evidenced in more detail in 'Our Leadership' priority.

Utilise termly 'Tracking and Monitoring' meetings- to ensure the early identification of children who are under performing, implementation of interventions and development of further assessment procedures.

A calendar of tracking and monitoring meetings has been established, as has a format for these meetings. They have enabled us to identify children who are in need of further support or assessment and have led to the successful identification of barriers such as dyslexia and dyscalculia for several children. Next steps for this area are to ensure that the loop is closed by conducting follow-ups to ensure supports are in place and having the desired effect.

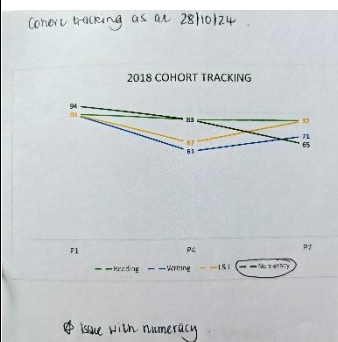
Review progress to SIP priorities on an ongoing basis.

This is reviewed each term and has allowed us to see where prioritisation has had to be made and where items are required to be carried forward into the next session.



Use data effectively in order to identify trends and particular areas of focus and development. Utilise staff leadership roles in order to drive these areas of focus and development forward.

We have gathered both qualitative and quantitative data in a variety of areas across this year. An area which we have collected data for that has been driven by a member of staff in their leadership role is our playground improvement agenda. This had an impact on our children as they felt their voices had been heard and they could see action being taken as a result. It made the playground a nicer place to play and activities helped children to focus and as a result reduced instances of dysregulation.



We are using quantitative data to analyse our ACEL data and making comparisons to the national and EAC results. We have begun tracking cohorts to pick up on areas where their data is dipping and allowing us to challenge our judgements through tracking conversations. We have also introduced Pupil profiles to track individual progress, these are in paper form at present and whilst they have allowed us to spot where children have dipped, for example between their SNSA data from p1-4, it is recognised that this would be a more effective exercise if completed online and made accessible to all necessary staff.

Next steps are to develop a consistent approach to collecting and analysing data and also to work on improvement science methodology with staff in order to increase our use of data in our leadership areas, ensuring that our developments are based on facts and their successes measurable.

Playground Survey May 2025

Question	Yes	No	Other
1. I like to play in the playground.	15	5	0
2. I like to play on the swings.	12	8	0
3. I like to play on the slide.	10	10	0
4. I like to play on the climbing frame.	8	12	0
5. I like to play on the sandpit.	15	5	0
6. I like to play on the grass.	10	10	0
7. I like to play on the path.	5	15	0
8. I like to play on the water feature.	10	10	0
9. I like to play on the benches.	5	15	0
10. I like to play on the trees.	10	10	0

25.11.24 Trying really hard to listen and concentrate during lessons	03.02.25 Working so hard at writing, showing a massive literacy leading to super progress! improvement	12.05.25 Making consistent efforts in showing a massive literacy leading to super progress! improvement
7.3.25 Completing a fabulous piece of 2023 literacy work. Super spelling and achieving success criteria	17.03.25 Being very responsible in class, kind and caring	
18.11.2024 Working really hard during numeracy.	03.02.25 Working so hard at writing, showing a massive improvement	24.03.25 Excellent progress in reading, you are using your reading strategies to tackle new texts
7.3.25 Being able to identify different Ordnance Survey map symbols	1.4.25 Karate Belt	16.6.25 Green stripe karate belt

Wider Achievements highlighted in green. In school certificates in blue

Celebration of wider achievements- certificates to be given out at assemblies and also space for children to share their wider achievements.

Certificates are awarded at assembly as referenced and evidenced in 'Our Wellbeing and Belonging' priority. Children can and do also bring in achievements from outside of school which are celebrated at assembly. We have introduced this year a wider achievement tracker, which is enabling us to monitor children's achievements. Further improvements will be made to this next year to ensure that we are capturing more of each child's individual achievements.



Develop a plan for the sharing of children's achievements with parents- not using learning journals in school for the next session due to cost and low uptake

We have utilised our Facebook page to share achievements across the session. This has been beneficial for keeping parents and the community updated. Children enjoy seeing their achievements shared in a wider setting. Next year we plan to pilot the use of the My World of Work profiles in some classes.

Utilise Learning Journals in the ECC in their new format to effectively track children's progress and identify gaps.

Progress has been made in the use of Learning Journals, and there is now an opportunity to build greater consistency in both content and expectations. Monthly tracking of children's achievements and the extent to which their progress is being shared is currently underway. Moving forward, ensuring greater consistency in the quality and depth of entries will be a key focus. Additionally, steps will be taken to strengthen parental engagement with the Learning Journals, ensuring families are actively involved in their child's learning journey

Develop a plan for promoting positive destinations and career options.

Primary 6 pupils visited Lochside House Hotel for a service training session prior to serving at our Burns Supper. They gained lots of new skills as a result and feedback on their performance was very positive (referenced in Our Leadership priority). We have also had visitors in school to speak with our children from the ambulance service and planning department. Children have been involved in consultations about the windfarms and heard information about what a windfarm is and who works there.

Primary 6 pupils have undertaken a leadership skills programme with our Active Schools Coordinator and have supported sessions with younger pupils.

Next session we require a more comprehensive plan and identified strategy for promoting positive destinations.



Develop a shared, consistent and detailed understanding of the moderation cycle.

	This was not achieved this year, although we did touch on elements of it when discussing planning. We will address this through our work on the Excellent Lesson next session. <u>Develop a shared approach to sharing attainment levels with pupils consistently.</u> Some teachers have been utilising data gathered from GL assessments to support children to recognise their strengths and boost motivation. However a more consistently applied approach is required to be devised.
Next Steps	In-House Moderation & Pedagogical Consistency • Increase opportunities for in-house and external moderation across all stages. • Use moderation activities to enhance pedagogy, drive consistency in teacher judgement, and ultimately improve children’s attainment. Tracking, Monitoring & Support • Strengthen the tracking and monitoring process by ensuring timely follow-ups take place thus closing the loop by verifying that planned supports are both implemented and effective in meeting learners' needs. • Develop clear guidance and expectations for ECC Learning Journal entries to ensure consistency in content and quality. Introduce regular moderation sessions to support staff in meeting these expectations. In parallel, implement strategies to increase parental engagement, such as information sessions, digital tutorials, and regular prompts or invitations for parents to view and comment on their child’s Learning Journal. Pupil Profiles • Transition Pupil Profiles to an online format to improve accessibility for all relevant staff. • Ensure consistency in how profiles are maintained and used to inform planning and learner conversations. Data-Driven Improvement • Develop a consistent, whole-school approach to the collection and analysis of pupil data. • Build staff capacity in improvement science methodology to increase evidence-based decision-making within leadership roles. • Use data more effectively to evaluate the success of initiatives and support measurable improvement. 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 selected classes to support pupil reflection on skills and future ambitions. Positive Destinations • Establish a clear, strategic approach to promoting positive destinations, embedded from early years through to upper stages. • Link skills for learning, life, and work more explicitly within classroom and wider school experiences. 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.

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
<i>0.4 Teacher</i>	- Consistency of personnel who know the children well. - Increased and sustained attainment in p6/7. - Increase in regulation for children with SEBN.	Attainment data in p6/7. Reduction in SLT intervention due to behaviour. Reduction in frequency of dysregulated behaviour.
<i>Early Learning and Childcare Practitioner</i>	- Health and wellbeing support for children who require SEBN support. - Enhancement of play pedagogy in P1 and increased engagement. - Improvements to our playground provision and subsequent benefits as noted below.	Children in receipt of support are more settled as a result. They value the support and find they benefit from it greatly. Less playground incidents.
<i>Playground resources</i>	- More regulated behaviour within the playground. - Children report enjoying free-time. - Leadership opportunities have increased.	Less playground incidents. Children report enjoying improvements to playground.
<i>GL Assessment</i>	- Challenging our judgements and allowing us to award children better levels. - Backing up our judgements of attainment. - Gathering evidence to support the need for further assessment or to evidence ASN.	Increase in attainment data, particularly with p4 and p7.
<i>Inclusion resources and Equine Therapy</i>	- Supporting children to regulate their emotions. - Providing a varied curriculum.	Children enjoyed this intervention and were very settled during it. Inclusion resources have supported children to regulate in class.
<i>Digital resources ECC</i>	- Beginning to introduce more digital learning.	Benefits still to be evidenced.
<i>Music and Sound resources</i>	- Enhancing and widening the curriculum.	Feedback from parents, pupils, staff following performances, etc.

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3
Quality Indicator 3.2 Securing Children's Progress	3

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
Logan Primary School and Early Childhood Centre demonstrates a strong and growing capacity for change. Through our recent self-evaluation and improvement planning processes, we have shown a clear commitment to continuous improvement and reflective practice. Our recent review of the school's Vision, Values and Aims is evidence of our ability to identify areas for development and take forward meaningful change in a collaborative and inclusive way. We engaged all stakeholders—staff, pupils, parents, and community members—in open consultation, ensuring shared ownership and a collective understanding of our direction of travel. Staff across the establishment are highly engaged, reflective practitioners who work well together and are committed to delivering positive outcomes for our learners. Pupil voice is valued and embedded in our improvement processes, and our wider community is increasingly involved in shaping the school's journey. We are well-placed to continue building on recent developments, with leadership at all levels actively encouraged and distributed. There is a clear culture of collaboration, high expectations, and a willingness to innovate in order to meet the needs of our learners. As a result, we believe our current capacity for change is strong, underpinned by a shared vision, empowered leadership, and a commitment to improvement that is rooted in our school context.