

Logan Primary School and Early Childhood Centre



Establishment Context

Logan Primary School and Early Childhood Centre is a small, non-denominational school located in the rural post-industrial mining village of Logan, serving the communities of Logan, Lugar and Cronberry. The current school roll includes 114 primary pupils and 27 children in the Early Childhood Centre

Our 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. Both the school and our community are benefitting from the introduction of funding through the 9 Community Council Group (9CC) which receives funding from local windfarm projects. Both the funding and partnership working is opening further opportunities for our children.

The school provides education from Early Childhood Centre through to Primary 7 within a nurturing and inclusive environment.

Our vision, *"In our community hand-in-hand together we grow, together we stand,"* reflects our strong commitment to partnership, wellbeing and community engagement. Core values of Ambition, Resilience, Respect and Nurture underpin all aspects of school life.

As a small village school, Logan Primary offers a welcoming, family-oriented atmosphere where positive relationships between staff, pupils, parents and the wider community are highly valued.

Logan Primary School and ECC continues to provide a supportive and inclusive learning environment where children are encouraged to achieve their full potential and become confident, successful learners. Our school is recognised for its strong community links and commitment to developing responsible citizens through meaningful local projects and partnerships.

In our 2025 school census, 28% of our pupils were identified as having Additional Support Needs (ASN), which is 3% 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 (88%) live within SIM Quintile 1, with a further 8% in SIM Quintile 2, 3% in Quintile 3 and 1% in Quintile 4. Our average pupil attendance for the year 25/26 is 90%.

Establishment Vision, Values and Aims

Background

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.

Developments in 2025/26

This year we have made efforts to embed the vision and values within our school and community.

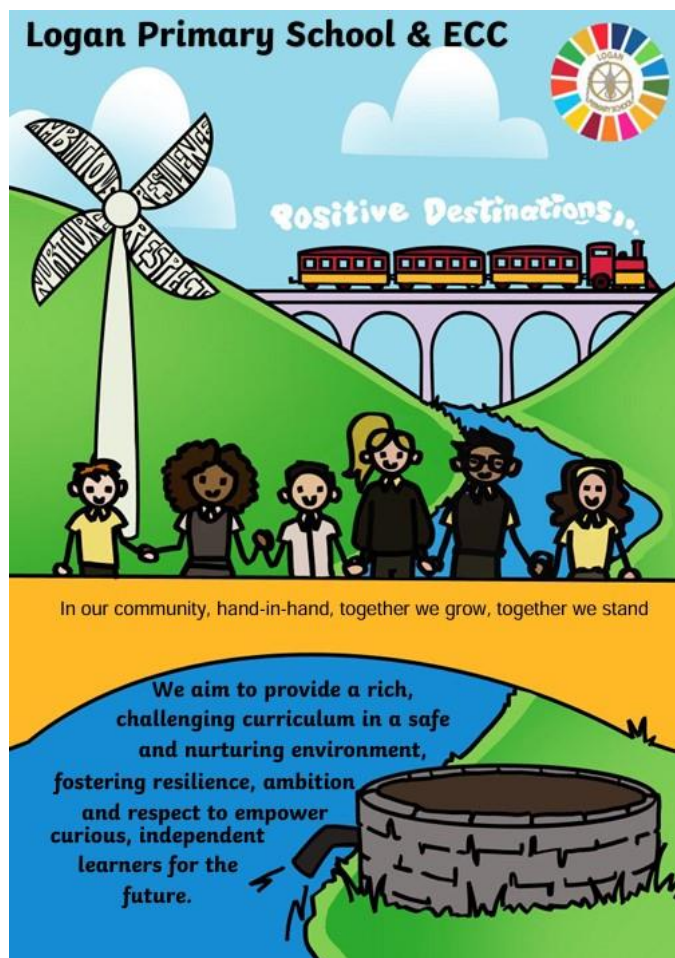
We have done so by embodying the meaning behind them and using this in everything we do.

We have since created a values chant as we noticed that these were more difficult for the children to remember and this was a fun, quick way of ensuring we all know and therefore have the opportunity to display our values.

Values

Vision

Aims



Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> 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.	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>Career-Long Professional Learning (CLPL) (ESIP 1.1)</u> Throughout session 2025–26, we continued to strengthen our professional learning approaches and collegiate working practices to support leadership at all levels. Professional learning opportunities were carefully aligned with our School Improvement Plan priorities and focused on developing leadership, collaborative enquiry, practitioner enquiry, improvement science methodologies, evidence-informed practice and high-quality pedagogy. A particular emphasis was placed on strengthening learning and teaching through collaboration, reflection and enquiry. A significant driver of improvement this year has been our involvement in the <i>Leaders of Learning</i> initiative and how we have aligned this to our SIP. This has encouraged staff to engage critically with their practice, collaborate with colleagues and take ownership of school improvement priorities. Through professional dialogue, pupil voice, peer observations, moderation activities and reflective practice, staff have developed greater confidence in identifying and implementing effective pedagogical approaches. This work has contributed to increased consistency in learning and teaching across the school and has strengthened our shared understanding of what effective practice looks like. <i>Further information can be found in the Learning and Teaching section of this report.</i> As part of our commitment to preparing children for lifelong learning, staff participated in meta-skills training through the Barony Education Group. This training supported staff in developing a deeper understanding of the skills, attributes and dispositions required for future success. Following this training, an implementation plan was developed to ensure a coherent and progressive approach to embedding meta-skills across the curriculum. Miss Donnelly incorporated meta-skills into our PE programme (See priority 3), we also explore meta-skills through activities in our assemblies, children are beginning to be able to speak about them. These developments were led by Miss Johnston and work will continue to be developed during the next session. As evident above staff leadership has developed further throughout this year, with colleagues leading professional learning and school improvement activities in a range of areas: Miss Donnelly led the review and development of our Physical Education curriculum, creating a progressive programme of work that places a strong emphasis on skills development, progression and consistency across all stages. This has provided staff with increased clarity and confidence when planning high-quality PE experiences and has enhanced learner engagement and participation.	

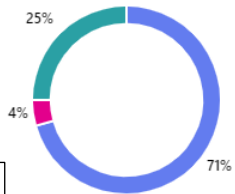
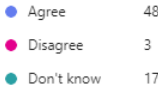
- Miss Dunlop led professional learning focused on pedagogy and effective classroom practice. Through sharing current research and facilitating professional dialogue, staff further developed their understanding of high-quality learning experiences and effective teaching approaches. This has supported ongoing improvements in classroom practice and learner engagement. Children are now more able to articulate what they are learning about and what they can do to improve.
- Mrs Robertson has led work on handwriting progression, undertaking research and exploration in this area in order to create a plan for moving forward. In the new session this will help ensure that handwriting development is planned systematically and progressively from the early years through to upper stages.
- Mrs Webb delivered professional learning on the Curriculum Improvement Cycle following participation in local authority training. This supported staff understanding of curriculum review and improvement processes and strengthened our capacity to implement the new curriculum when it arrives.
- Miss Richmond explored our music curriculum with the infant department and was able to bring a consistent approach to teaching music to our p1-3s.
- Miss Johnston explored meta-skills and how to raise awareness of them across our staff and children. This has resulted in a much firmer understanding of meta-skills across our staff team and children being supported to develop their knowledge and understanding of them too.
- Mrs Robson began to attend Quality Assurance training run by CYPIC, which will continue into the new session and subsequently support the enhancement of our quality assurance procedures and data analysis.

To further develop our capacity for evidence-based improvement all staff engaged in an input on Improvement Science Methodologies. Staff applied this learning within our trio moderation groups working alongside Auchinleck and Lochnorris primaries, using improvement science approaches to identify areas for development, test changes and evaluate impact. This work has strengthened collaborative enquiry across the school and supported staff to engage more confidently with data, evidence and evaluation. *(Further information regarding this work can be found in the Learning and Teaching section.)*

Our commitment to sharing effective practice beyond our own establishment was also evident this session. Miss Dunlop presented our work on the *Excellent Lesson Framework* and *Leaders of Learning* initiative to colleagues from other schools across the authority. This provided an opportunity to showcase the work taking place within Logan Primary School and ECC and to contribute to system-wide improvement. Feedback from participants was overwhelmingly positive, highlighting the quality of our approaches and recognising the impact of this work on professional practice and learner experiences.

As a result of our CLPL activities, staff have continued to develop their leadership skills, deepen their professional knowledge and strengthen their confidence in leading change. Professional learning is increasingly collaborative, evidence-informed and focused on improving outcomes for children and young people. Through empowering staff to lead learning, share expertise and engage in enquiry, we have strengthened our collective capacity for improvement and continue to build a culture where everyone is committed to achieving excellence for all learners. In a recent survey 71% of children agreed that their lessons were engaging.

22. I am happy with the quality of teaching in my school and find lessons engaging



Pupil Survey May 2026

Collaborative working (ESIP: 1.3)

***Partnerships and Community Engagement
Developing a Context-Based Curriculum Through
Community Partnerships***

One of our improvement priorities this session was to begin a joint project between the school and local community to develop a context-based curriculum and tourism pack, modelled on the successful Kilmarnock Town Trail initiative. Progress has been made in establishing the foundations for this ambitious project.



The project was launched through a community engagement event held within the school. Community members were invited to hear about the vision for the project, with support from Councillor Boyd, who shared valuable insights from the Kilmarnock Town Trail experience. This generated considerable interest and enthusiasm from members of the wider community. Subsequent meetings brought together staff and community representatives to identify and explore significant local landmarks, historical features and community assets. Through these discussions, participants began gathering information and stories that will form the basis of the tourism pack and learning resources.

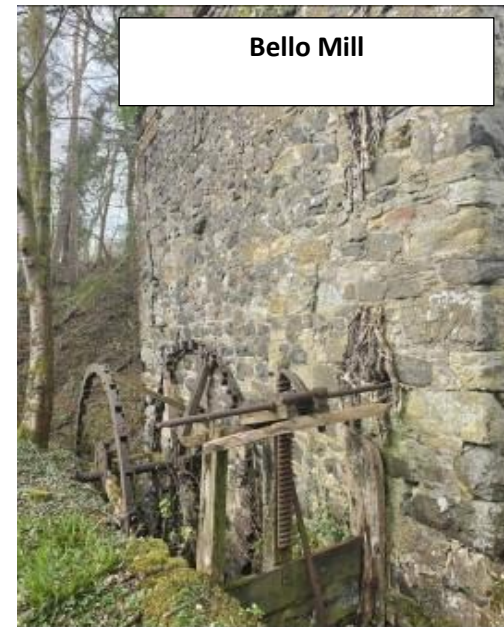


Town Trail Meeting- Dr Morrell & Community

To further support developments and bring our children's voices into the project, we established a partnership with Dr Vanessa Morrell through our developing relationship with Brockwell Energy. Dr Morrell brings extensive expertise in heritage and community-based projects, including work with the Natural History Museum. In June, she facilitated a collaborative session involving pupils and community members, helping us to identify and evaluate local assets and opportunities. Dr Morrell has committed to supporting the project throughout the next session, providing valuable guidance as we continue to develop the initiative.

Some staff have also undertaken exploratory visits to potential sites of interest, beginning to build relationships with local landowners and gathering information to support future learning opportunities. This includes engagement with representatives connected to Bello Mill and other significant local landmarks.

Whilst this is a large-scale project requiring ongoing support and development, strong foundations have been established and there is considerable enthusiasm from all stakeholders. The project is already supporting pupils to develop a stronger appreciation for their local heritage, community identity and sense of place.



Bello Mill

Strengthening Community Connections

Throughout the session, we have continued to strengthen our links with the local community and create meaningful opportunities for children to learn beyond the classroom.

All classes, from the Early Childhood Centre through to Primary 7, accessed learning opportunities at Dumfries House. Experiences were carefully tailored to meet the needs of each stage, with pupils participating in a range of activities including outdoor learning, wildlife education, STEM experiences and environmental studies. These visits enriched the curriculum and provided memorable, high-quality learning experiences for all children.

'I really enjoyed our visit to Dumfries House and I loved the opportunity to do different activities. Next time it would be even better if the sessions were longer.' Jacob

'I learned quite a few things on my visit, however one that stood out to me was the circuit project.' Anna



Bowling

Primary 2/3 pupils participated in a bowling session at Lugar Bowling Club, where they developed new skills, confidence and teamwork while building relationships with members of the local community. These experiences provided valuable opportunities for intergenerational learning and helped children develop a greater appreciation of community organisations within their locality. We have plans to develop this project further in the new sessions, enabling more children to experience this activity.

Our children said their favourite parts of the visit were-

'Rolling up the ramp to win points' Isabella

'Trying to get it close to the ball' Lee

'Joining in' Carey

Developing Responsible Citizens



Community Support

Pupils have demonstrated a strong commitment to social responsibility throughout the year. Following the diagnosis of Aplastic Anaemia experienced by one of our pupils, the school community came together to support awareness-raising and fundraising efforts. Working closely with the charity, pupils developed a greater understanding of the condition and the importance of supporting others through challenging circumstances. A fundraising event was held during the official opening of the school pitch, raising both awareness and valuable funds for the charity.

The official opening of the school pitch was combined with a community picnic, bringing together families, community members and local partners in a celebration of community spirit and partnership working. The event highlighted the positive relationships that exist between the school and the wider community and demonstrated the important role the school plays at the heart of the village.



Logan Burns Club helped us raise money

Pupil Voice and Community Consultation

Children have actively engaged in local decision-making processes throughout the year. Pupils participated in consultations relating to local windfarm developments, attending meetings within the bowling club and local day centre where they shared their views, posed thoughtful questions and engaged with developers. These experiences provided valuable opportunities for pupils to develop skills in communication, critical thinking and citizenship while recognising that their voices can contribute to decisions affecting their community.

Our partnership with Brockwell Energy has continued to strengthen and will provide further opportunities next session for pupils to visit development sites, learn about renewable energy and explore local natural habitats. These experiences will support learning across sustainability, science and environmental education.



**Windfarm Consultation
May 2026**



Easter Bonnet Parade



Celebrating Achievement and Community Spirit

Community events continue to be an important feature of school life. Our annual Easter Bonnet Parade was once again very well supported, with families and community members coming together to celebrate children's creativity while supporting fundraising activities.

We were particularly proud of our girls' football team, who achieved success by winning a tournament at Townhead Park. This represented a significant sporting achievement for the school and was celebrated through a community parade within

the village. The enthusiastic support shown by local residents, through music, flags and celebrations, demonstrated the strong sense of pride and connection that exists between the school and its community. The experience provided an important opportunity to recognise achievement, build confidence and celebrate success together. They also then went on to win the East Ayrshire Girls Cup at Rugby Park, showing real progress this year through their hard work and determination.



Logan Primary School and
Earlston

17 Mar · 🌐

WINNERS

A huge well done to our girls who won their football tournament today at Townhead Park. They fought off tough competition, worked as a team and did us proud 🙌
CONGRATULATIONS 🍷🍷🍷



Girls Team Success



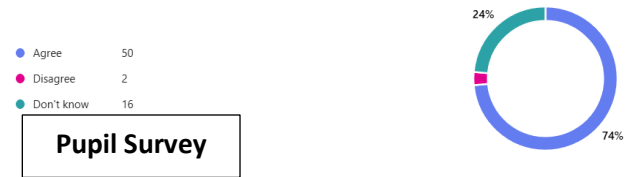
Wider Achievement and Community Learning

CJCE after-school clubs continued to provide valuable opportunities for children to participate in wider achievement activities, develop new skills and build positive relationships out-with the classroom. Every year group has had the opportunity to participate in these clubs across the year.

The Head Teacher has continued to attend Community Council meetings throughout the session. This has strengthened communication between the school and local stakeholders, enabling us to contribute to discussions on matters affecting the community while also identifying opportunities for partnership working, support and future development. We have worked in partnership with the local fire department to raise awareness of the dangers of fire lighting or approaching fires as this has been raised as a community issue.



11. My school listens to my views



Overall, our community partnerships have continued to flourish throughout the session. Through meaningful collaboration with families, local organisations, businesses and community groups, pupils have benefited from a range of learning experiences that have strengthened their sense of belonging, developed their understanding of citizenship and made them feel heard and appreciated.

Health Week/ Family Feel Good Event

We held a family feel good event during our Healthy May Week. This was a new initiative for us and incorporated developing the young workforce elements through visitors from various occupations being part of the event and holding presentations on the days surrounding it. On the day there were information stalls on differing medical needs, massage offers and massage in schools education, hairdressing, therapies, healthy food and a healthy breakfast.



	This was really well received by parents, children and staff and brought our community values to life.	2. How would you rate your overall experience of the event? 6 Responses ★★★★★ 4.67 Average Rating 3. What did you enjoy most about the event? 6 Responses Latest Responses "The sense of community" "Hairdresser " "Advice on healthy eating" 4. What could we do differently or improve for future events? 6 Latest Responses " Not sure" "More for smaller kids " "Nothing" Parent Survey
Next Steps	- Further develop staff engagement with data and how it is used in order to ensure appropriate support and challenge for learners. - Streamline developments to ensure a collegiate approach and allocate more people to each priority.	

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> ALL children will report experiencing excellent lessons/ experiences and feel supported in their progress.	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>Review our Excellent Lesson / Excellent Experience – Exploring each element in depth, formulating a common understanding and approach to ensure high quality learning and teaching.</u> <i>Targeted CLPL Sessions On Using Success Criteria and Feedback</i> Targeted professional learning throughout the session focused on strengthening staff understanding and application of success criteria and high-quality feedback. Through collegiate sessions and the Leaders of Learning programme, staff explored evidence-informed pedagogy and reflected on how these key elements support learner engagement, independence and progress. This professional learning has increased staff confidence and promoted greater consistency in the use of these approaches across the school. The impact of this work is evident through pupil voice. Focus group discussions demonstrated that learners have a clear understanding of the purpose of learning intentions and success criteria and how these support their progress. One learner explained, <i>“Learning intentions are what you are aiming for. It’s what the teacher wants you to be able to do at the end.”</i> Another commented, <i>“Learning intentions are made clear because they are explained all the time and the teacher double checks to make sure everyone understands... We give thumbs up if we get it.”</i> Learners also demonstrated an increasing understanding of how success criteria support progression. One pupil explained, <i>“Success criteria helps me identify my next steps because yesterday we were doing 1 decimal place and I was successful with all my criteria, so I could move on to using 2 decimal places, which was my next step.”</i> This provides evidence that learners are beginning to use success criteria not only to evaluate their learning but also to identify and articulate their next steps. These responses demonstrate that targeted CLPL has had a positive impact on classroom practice, with learners becoming increasingly aware of the purpose of learning intentions, success criteria and feedback in supporting their progress and achievement. <i>Focused Quality Assurance on Learning & Teaching and Self-Evaluation</i>	

Quality assurance activities were refined to focus specifically on the agreed priorities for learning and teaching. Learning visits, professional dialogue and self-evaluation activities centred on the key elements of our Excellent Lesson framework, enabling leaders and staff to identify strengths, share effective practice and agree next steps. This has strengthened professional reflection and contributed to increased consistency in classroom practice. A new approach introduced this session was the use of

Logan Primary School Observed Lesson			
Staff Member		Class	Date 05/11/2025
Focus	Visibility, communication and understanding of learning intentions and success criteria.		
QI link	2.3-Learning, Teaching and Assessment		
Rationale	As part of our improvement priorities, we have been focusing on strengthening the use of clear learning intentions and success criteria. This has been a collective priority across the staff team, designed to help us reflect on current practice and enhance the consistency and effectiveness of our lessons. By highlighting these elements during lesson observations, we can see how well learning intentions are shared and understood, and how success criteria are used to guide learning, support pupil progress, and enhance assessment for learning.		
Curricular Area	RME- Morals and Values	Section of lesson observed Beginning Middle End	
What went well?	- The learning intention and success criteria were clearly shared, though not immediately. After the warm-up activity, pupils were encouraged to think about what the purpose of the lesson might be, which supported their engagement and deepened their understanding of the focus. The success criteria were co-constructed with the class. Although this was challenging at times, it is a valuable approach that will become more effective with continued practice, as pupils grow more confident in identifying what success should look like. - Discussion was well facilitated: pupils were grouped well, encouraged to think deeply, express opinions, and listen respectfully to others. - The topic of morals, values, and principles was introduced using real-life scenarios, making learning meaningful and relatable. - Questioning encouraged critical thinking and supported pupils to justify their opinions, rather than simply stating answers. - A positive classroom climate helped pupils feel comfortable contributing to sensitive or personal topics. - Children reported positively on how learning intentions and success criteria are usually shared and co-constructed. They feel this helps them to know the purpose of their learning and what the teacher is looking for. - You have been leading developments in the area of learning intentions and success criteria and it is clear this is a particular strength within your practice.		
Things to consider	- Some pupils could benefit from scaffolds such as prompts, sentence starters, key vocabulary or discussion frames to help them express their ideas confidently and more readily. - One child noted they struggled to see the whiteboard, so reviewing seating arrangements for different activities may support better access to learning. - One task ran longer than planned which you were aware of- a visible timer may help manage transitions and ensure the lesson runs as planned. - Consider how you could naturally incorporate listening and talking outcomes within this task and the learning purpose to cover further outcomes naturally. - The way you are presenting LI and SC to the children i.e. on the whiteboard, seems consistent with practitioners across p4-7. Is this manageable across the curriculum and do we need to further define what our consistent approach will be?		
Actions	- Build in visual or written scaffolds (e.g., stem sentences: 'I believe... because...', 'A principle we should follow here is...') to support all pupils in contributing, particularly quieter speakers- this could be in an easily manageable format such as a working wall or prompt sheet which can be reused for discussion tasks. - Review seating arrangements to ensure all pupils can clearly see the board and teacher modelling when working on the whiteboard. - Use a timer to ensure tasks are completed within the allocated time. - Work with the curriculum.		

Observation Feedback

learner learning walks, providing children with opportunities to evaluate learning and teaching from the learner perspective. During these learning walks, pupils were asked to identify and discuss key features of effective learning, including the learning intention, success criteria and how feedback was supporting learning. This provided valuable evidence of the extent to which these approaches had become embedded within classrooms, while also strengthening learners' understanding of effective learning.

Management classroom observations were also further refined. Feedback proformas were explicitly linked to the agreed focus of each observation, ensuring feedback was purposeful, specific and aligned with the school's improvement priorities. This enabled professional dialogue to focus on agreed pedagogical approaches, supported reflective practice and provided clear next steps for continued improvement. To strengthen accountability and ensure continuous improvement, action points arising from classroom observations were revisited during subsequent tracking meetings. This provided opportunities to review progress against agreed next steps, discuss the impact of changes made to practice and ensure progression was evident over time. This cyclical approach to quality assurance has strengthened self- evaluation, supported sustained improvements in learning and teaching and contributed to greater consistency across the whole school.

Logan Primary School and RSC Learning Walk Record Sheet - RME	
Focus: Visibility and/or sharing of Learning Intentions & Success Criteria	
06.11.25	
I can identify the Learning Intention (what we are learning) I can identify the Success Criteria (how we know we did well) The teacher has talked about the Learning Intention The teacher has talked about the Success Criteria Pupils can explain what they are learning Pupils can explain how they will know they are successful There are examples in a working wall to help learning Pupils can check their learning against the Success Criteria Pupils are proud to talk about their learning	
Comments: The pupils can really talk about what they are learning and how they will know they are successful. They were learning about plants and growing plants and more. Growing plants.	
Question	Answer
Q- What are you learning today?	A- We are learning about growing plants and how growing plants. Plants are important because they make oxygen.
Q- How will you know you have done a good job?	A- I will tell us what we done good and what we need to work on.
Star Moment: What I thought was really good My suggestion for next time A- The LI could early been read A- The pupils know how they	

Learning Walk

Together, these quality assurance approaches have strengthened self-evaluation, increased consistency in classroom practice and ensured that both staff and learners have played an active role in evaluating and improving learning and teaching across the whole school.

Refined Planning Templates

Planning templates were reviewed and refined to ensure that learning intentions, success criteria and assessment opportunities were clearly identified within planning. Through targeted CLPL and ongoing professional dialogue, staff developed a shared understanding of how learning intentions and success criteria should be planned for and used to support high-quality learning and teaching.

Second Level (P6/P7)

Badminton

Lesson 1

Lesson Focus:

Grip, coordination and safety

Learning Intention

- I am learning to hold and use the badminton racket correctly (forehand and backhand grip).
- I am learning to control the shuttle.
- I am learning to work safely and cooperatively with others during badminton activities.

Success Criteria

- I can demonstrate the correct forehand and backhand grip.
- I can keep the shuttle in the air using simple control techniques.
- I can follow safety rules and work cooperatively with my partner.

Warm Up: Shuttle Balance Relay (10 mins)

Movement, agility and coordination

- Shuttle runs, side steps, skips, and lunges across the court.
- Add in arm circles and wrist rotations for racket preparation.
- Pupils balance the shuttle on the racket while walking or jogging. Focus on keeping control without dropping it. Progression: Balance while weaving between cones or partners.

Equipment

- Badminton rackets
- Shuttles
- Cones for safety zones
- Portable nets (or markers for imaginary nets)

Meta-skills Links

Focusing

Keeping attention on grip and shuttle control.

Collaborating

partner tasks, working together, showing respect

Adapting

Changing grip, stance or strength when necessary

Initiative

Self-checking grip, giving peer feedback, identifying personal goals

Main Activities

Introduction: The Grip (10 mins)

Racket awareness and control

- Demonstrate the forehand grip ("handshake with the racket").
- Introduce the backhand grip (turning the racket slightly inwards). Pupils copy and check with a partner.
- Pupils switch between grips on command ("forehand", "backhand"). Teacher walks around and correct technique gently.

LI and SC evident in planning

Teaching Points

- Watch the shuttle closely.
- Contact shuttle slightly in front of your body.
- Gentle swing - don't hit too hard.

Differentiation

- Support: Use larger foam shuttles or balloons for easier control

As a result, learning intentions and success criteria are now much more explicit and evident within teachers' planning across the school. While this remains an area of ongoing focus, increasing consistency is evident across stages, with staff embedding these approaches more routinely into their planning and classroom practice. This has supported greater clarity of learning for both teachers and pupils, ensuring learning experiences are increasingly responsive to learners' needs while remaining aligned with Curriculum for Excellence Benchmarks and progression frameworks.

This will continue to be developed next session to ensure a consistently high standard of planning is embedded across all classes.

Developing a Shared Understanding of the Excellent Lesson

Developing a shared understanding of what constitutes an excellent lesson was a significant focus throughout the session. Building on the framework developed in 2024, staff engaged in collaborative professional dialogue to explore each component of high-quality learning and teaching in greater depth. Rather than introducing multiple new initiatives, the school maintained a clear focus on refining core pedagogical practice, ensuring that professional learning was coherent and directly linked to our improvement priorities.

This work has resulted in a much stronger collective understanding of the key features of effective learning and teaching. Staff now have a shared language around high-quality pedagogy and increasing consistency is evident in classroom practice across the school. While this work continues to develop, learners are experiencing greater consistency in the use of learning intentions, success criteria and feedback.

Building on the progress made this session, we will further refine our Excellent Lesson framework to create a 'Logan Excellent Lesson Standard'. This will clearly define the key features and non-negotiables of high-quality learning and teaching that should be evident in every classroom, while still allowing teachers the professional autonomy to deliver engaging and responsive lessons. Establishing this shared standard will support continued consistency across the school and ensure that all learners experience the high-quality learning and teaching they are entitled to. Our most recent observations investigated the structure of our lessons across all stages. We will use this data to inform our decision collectively about the structure of our lessons across the stages.

Peer-observation and Professional Learning

Throughout the session, staff engaged in a programme of peer observations across stages, providing valuable opportunities to observe classroom practice, share effective pedagogical approaches and reflect on the key features of our Excellent Lesson framework. These observations encouraged professional dialogue and enabled staff to learn from one another, strengthening consistency in learning and teaching across the school.

Peer observations supported reflective practice by allowing staff to discuss effective use of learning intentions, success criteria, feedback and learner engagement, with professional dialogue informing individual next steps and ongoing improvements to classroom practice.

As part of our Learning Trio with Lochnorris Primary School and Auchinleck Primary School, we had planned to extend this work through cross-school peer observations to complement our moderation activities. Due to time constraints, these visits were not able to take place this session. This remains a priority for next session, as observing practice across establishments will further strengthen collaborative professional learning, provide opportunities to share effective pedagogy and continue to develop a consistent understanding of high-quality learning and teaching.

Improving Lesson Pacing and Learner Engagement

Throughout the session, staff continued to develop strategies to improve the pace and structure of lessons, ensuring learning experiences were well sequenced, appropriately challenging and responsive to learners' needs. Through targeted CLPL, professional dialogue and quality assurance activities, staff reflected on the importance of maintaining an appropriate pace, minimising downtime and maximising opportunities for active learner participation.

Learning visits and classroom observations demonstrated increasing confidence in delivering well-paced lessons, with clear learning intentions, purposeful transitions and a range of engaging learning activities that sustained learners' attention and participation. As staff have developed a more consistent understanding of the key features of an Excellent Lesson, there is growing evidence of improved lesson flow and increased learner engagement across the school.

Pupil feedback also indicated that learners are more aware of the purpose of their learning and are able to remain focused because expectations are clearly communicated through learning intentions and success criteria. This has contributed to more purposeful learning experiences and supported learners to make better progress within lessons.

Improving lesson pacing, learner motivation and engagement will remain a priority next session. We will continue to refine our approaches to ensure all learners experience motivating, appropriately paced and engaging learning opportunities that maximise participation, challenge and progress. This work will be closely aligned with the continued development of our Logan Excellent Lesson, ensuring consistently high-quality learning experiences for every child across the school.

Moderation and Collaborative Professional Dialogue

Throughout the session, staff engaged in regular moderation and collaborative professional dialogue to strengthen professional judgement and improve learning and teaching. As part of this work, Logan Primary participated in a Learning Trio alongside Lochnorris Primary School and Auchinleck Primary School, with a shared focus on improving pedagogy under the theme of Listening and Talking.

Staff collaborated within stage groups to develop a Plan, Do, Study, Act (PDSA) improvement cycle, using improvement methodology to identify an area for development, implement agreed strategies and evaluate their impact on learner outcomes. Each group’s action plan incorporated the key elements of our Excellent Lesson framework, including clear learning intentions, success criteria, effective questioning and high-quality feedback.

The Learning Trio met on two occasions throughout the session to share progress, reflect on evidence and collaboratively evaluate the impact of their approaches. Between meetings, staff implemented and refined their agreed actions within their own classrooms, continually reflecting on and adapting their practice in response to learner needs and professional dialogue.

This collaborative approach strengthened professional enquiry, promoted the sharing of effective practice across schools and increased staff confidence in using evidence-informed strategies to improve learning and teaching. It also reinforced a culture of continuous improvement, with staff using reflection and moderation to inform ongoing developments in classroom practice.

Collaborative professional dialogue also formed a key part of our collegiate professional learning. During CLPL sessions focusing on feedback, staff critically evaluated our existing approaches to providing feedback and worked collaboratively to develop a revised whole-school feedback policy.

This resulted in an agreed, consistent approach to feedback across the school, ensuring that learners receive high-quality, purposeful feedback that supports them to understand their progress and identify clear next steps.

This collaborative approach strengthened professional enquiry, promoted the sharing of effective practice both within school and across our Learning Trio, and reinforced a culture of continuous improvement. Staff are increasingly confident in using moderation, professional dialogue and evidence-informed practice to improve learner outcomes.

Raising Attainment and Achievement (Improving Writing at First Level)

Improving writing attainment at First Level remained a key improvement priority throughout the session. Staff implemented an increasingly consistent approach to learning and teaching, with a focus on clear learning intentions, success criteria, effective feedback and high-quality

3. Feedback Expectations

Whole-School Feedback Approaches

- Verbal feedback
- Live marking
- Written feedback
- Peer assessment
- Self-assessment

Feedback should:

- Be timely and manageable
- Identify strengths
- Provide clear next steps
- Encourage pupil reflection and improvement

Agreed Feedback Symbols

Symbol / Approach	Meaning
★	Success/strength identified
✍	Next step or improvement point
✓ Achieved	Learning intention achieved

Extract from
Feedback Policy

pedagogical practice. Ongoing moderation, assessment and professional dialogue ensured that planning and teaching were more responsive to learners' needs.



My Achievements

Making a collaborative piece of poppy art

November 2025

We worked in small groups to make a poppy art work. We had to use communication to achieve the poppy design. It was a fun idea to work together with people you don't really know and to achieve such a beautiful art work.

Activity type: School

Skills: Focusing, Creativity, Collaborating

I took part in P6/7 Burns Supper

February 2026

My P7 friends and I led a school Burns Supper it was fun to organise and a great way to communicate with each other. We went through the Immortal memory, flower of scotland, toast to the lads and lassies and one of Robert Burns most famous songs "Auld Lang Syne." Our P6 friends served the full event. The afternoon was so memorable all of us enjoyed creating it and performing it. I also performed my poem An extract from Tam o Shanter by Robert Burns.

Activity type: School

Skills: Focusing, Creativity, Collaborating, Communicating, Leading

Collaboratively Participated in a Game of Boccia.

January 2026

I played a fun game of boccia that made me think critically and had to focus hard

My World of Work Profile

Improving numeracy attainment across Primary 5-7 remained a key improvement priority throughout the session. Staff continued to embed consistent approaches to learning and teaching. Ongoing tracking and monitoring, data analysis, together with professional dialogue ensured that teaching was informed by learners' progress and that more targeted support and challenge were provided where appropriate. Despite increasingly rigorous assessment, attainment in Primary 7 has remained consistently high. The percentage of learners achieving Second Level was 88% in 2024-25 and 86% in 2025-26, demonstrating that high standards at this stage have been sustained over time. This reflects the continued high impact of consistent high-quality learning and teaching and effective support for learners as they progress through the upper stages.

The increased consistency in pedagogy across the school has supported some learners to become more confident in explaining their mathematical thinking, understanding their next steps and applying their learning across a range of contexts.

In order to further develop our numeracy pedagogy, selected practitioners will participate in the Thinking Classrooms approach next session with a view to raising our attainment in numeracy through the refinement of our pedagogy.

As a result of this focused approach, attainment in writing at First Level increased significantly, with the percentage of learners achieving first level in P4 rising from 69% in 2024–25 to 82% in 2025–26. Although a different cohort, this represents a 13-percentage point difference and demonstrates the positive impact of the school's continued focus on improving learning and teaching.

The increased consistency in classroom practice, alongside a stronger shared understanding of effective pedagogy, has contributed to improved learner outcomes in writing. Learners are becoming increasingly confident in understanding the purpose of their learning, using success criteria to evaluate their work and identifying their next steps through more effective feedback.

To build on the significant progress made this session, Logan Primary will engage in the National Writing Programme during 2026–27 in p3-6. This will further strengthen the quality of writing teaching and assessment through evidence-informed professional learning, collaborative moderation and the continued development of effective writing pedagogy. Alongside this, we will continue to embed our agreed approaches to learning and teaching to ensure sustained improvement in writing attainment and achievement across First and Second Level.

Raising Attainment and Achievement (Improving Numeracy Attainment in P5-7)

Learner Participation and Ownership (Developing Learners’ Understanding of Progress)

Across the upper stages, there is growing evidence of effective self-assessment and peer feedback. Learners are becoming more confident in reflecting on the quality of their work against agreed success criteria, providing constructive feedback to their peers and identifying personal next steps. These approaches are helping to develop learners’ independence, confidence and responsibility for their own progress.

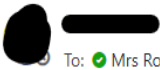
In Primary 6 and Primary 7, learners have also begun using My World of Work profiles to record and reflect on their skills, achievements and wider accomplishments. This is supporting children to recognise their strengths, celebrate their successes and track their personal development over time, while encouraging them to make meaningful links between their learning, skills and future aspirations.

Going forward, we will strive to embed high-quality self-assessment and peer feedback strategies across all stages, ensuring learners are increasingly confident in articulating their progress, identifying next steps and taking ownership of their learning journey.

Embedding a Consistent Approach to Assessment, Tracking and Monitoring (ESIP 2.5, 4.2)

Assessment Calendar

During session 2025–26, we focused on strengthening our approaches to summative assessment and tracking and monitoring to ensure greater consistency across the establishment. As a staff team, we successfully developed and piloted a draft summative assessment calendar. Throughout the year, staff engaged in regular professional dialogue to evaluate and refine the calendar, resulting in a shared understanding of assessment expectations and processes across all stages.



To: Mrs Robson

😊 ↩ Reply ↶ Reply all ➡ Forward ⚙ ⌵ 🗉 ⋮

Feedback from teacher

I find the assessment calendar really helpful for planning across the year. It gives a clear picture of when assessments are taking place and helps make sure evidence is gathered regularly without everything falling at the same time. It gives me valuable data at certain points throughout the year and it also helps me keep track of coverage across the curriculum and identify any gaps that need addressed. Having the calendar in place makes forward planning easier and supports consistency in assessment across the school.

The introduction of the assessment calendar has provided greater clarity and consistency regarding the collection of quantitative attainment data. It has also created valuable opportunities for staff to engage in

moderation activities, compare assessment evidence and develop confidence in professional judgement. As a result, staff now have a clearer understanding of attainment trends and are better placed to identify learners requiring additional challenge or support.



Logan Primary School
Assessment Calendar

Please use assessment position paper for further information.

Month	Curricular area	Assessment	Stage(s)
August			
September	Literacy	Highland Phonological Awareness	PS-2
		School Reading	PS-2
		PS Assessment (SQR)	PS-2
	Spelling	School Spelling	PS-2
		PS Assessment (SQR)	PS-2
	Numeracy	Summative Diagnostic	PS-2
	Health and wellbeing	School	PS-2
		PS Assessment of Skills	PS-2
October			
November			
December			
January	Literacy	SQR	PS 4, 5
		Reading PS Assessment (SQR)	PS 4
		Spelling PS Assessment (SQR)	PS 4
	Numeracy	SQR	PS 4
		Summative Diagnostic	PS 4
	Health and wellbeing	PS Assessment of Skills	PS 4
February			
March	Health and wellbeing	School	PS 5
April	Literacy	Reading PS Assessment (SQR)	PS 5
		Spelling PS Assessment (SQR)	PS 5
	Numeracy	Summative Diagnostic	PS 5
May	Literacy	Reading PS Assessment (SQR)	PS 5
		Highland Phonological Awareness	PS 5
	Numeracy	PS Numeracy (SQR)	PS 5
	Health and wellbeing	PS Assessment of Skills	PS 5
June	Literacy	Reading PS Assessment (SQR)	PS 6

Assessment
Numeracy and PS Health and wellbeing

Progress was also made towards developing a more robust and consistent approach to tracking and monitoring learner progress. Although the planned online tracking spreadsheet, which would compliment the EAC tracking tool, has not yet been realised, staff have continued to gather and maintain quantitative attainment data within their classes. This has supported ongoing monitoring of learner progress and informed professional discussions throughout the session.

Data Analysis and Evidence-Informed Practice

All teaching staff participated in at least one class focused 'Fact, Story, Action' professional enquiry activity this session. This structured approach supported staff to move beyond simply collecting data and encouraged deeper analysis of the factors influencing attainment and achievement. As a result, teachers have strengthened their understanding of learner progress, improved the accuracy of professional judgement and used data more effectively to inform planning, teaching and targeted support. This work has contributed to a growing culture of evidence-informed practice across the school, where data is used purposefully to improve outcomes for learners and support continuous improvement.

An improvement target for the session was to review and redesign our curriculum to ensure it reflects the needs, aspirations and context of our learners and community, while aligning with local and national priorities including the East Ayrshire Community Plan, Labour Market Intelligence, the Ayrshire Growth Deal and the Regional Economic Strategy.

Example of data collection

Pupil Name	Planner	Sum Dog Diagnostic Sep/Oct 25	EA Toolkit Assessment Sat	Result Jan 26	Result May 26
	1.2	58%	Working within 1st		
	2.2	64%	Working within 2 nd		
	2.2	67%	Working within 2 nd		
	2.2	51%	Working within 2 nd		
	1.3	65%	Working within 1 st (Jan)		
	1.2	33%	Working within 1st		
	2.1	60% (end of first level)	Confident within 1 st (Jan)		
	1.3	60%	Confident within 1 st		

 Logos Primary School and ECC Data Engagement and Analysis		
Date: _____	Class: _____	Date: _____
Facts (What does the data tell us?) Objective, descriptive information from ACEL and other assessment sources: - Current ACEL levels achieved (Strong/Intermediate) - Attainment by class, class, or group - Comparison with school/educational averages - Patterns in <i>2E</i> levels, disadvantaged environments, formative assessments - Subgroup breakdowns (e.g. SMO, ASN, SAL, gender)	Story (What's behind the data?) Interpretation, context, and contributing factors: - What strengths or improvements can we celebrate? - Where are the gaps or concerns? - What factors may explain the patterns (teaching approaches, attitude, wellbeing, curriculum coverage, interventions)? - Pupil voice or teacher insights - Links to wider school improvement priorities	Action (What will we do next?) Decisions, strategies, and interventions to address findings: - Specific interventions/support for identified pupils/groups - Adjustments to teaching, curriculum, or assessment approaches - Professional learning needs - Monitoring arrangements (who, when, how) - How impact will be measured and reviewed
Fact, Story, Action Data Analysis		

published, it was agreed that the formal development of a revised Curriculum Rationale should be postponed to ensure that this work is informed by CIC developments, robust self-evaluation and meaningful stakeholder engagement.

Although the Curriculum Rationale has not yet been finalised, some progress has been made in developing a curriculum that is increasingly relevant and responsive to our local context. Through strengthened partnerships with community groups, local organisations and industry partners, learners have benefited from a range of contextualised learning experiences that reflect the unique characteristics of our community and support the development of skills for learning, life and work.

This work has laid strong foundations for the future development of our Curriculum Rationale. During the next session, we will build upon the learning from our Curriculum Improvement Cycle, gather and analyse stakeholder views and use this evidence to create a curriculum rationale that reflects our shared vision and aspirations for all learners.

Develop digital literacy skills

The ECC have been working on an exciting project utilising digital technology to observe the habits of visiting hedgehogs to their wildlife garden. The children have enjoyed studying the creatures and can talk about their learning. They have been raising awareness of Hedgehog safety and collecting donations for Hesselhead Centre.



Next Steps

- Continue our work on the Excellent lesson with particular focus on questioning, assessment and meeting the needs of all learners.
- Develop our Excellent Experience in the ECC.

Improvement Priority
(Expressed as outcomes for learners)

Improvement Priority
(Expressed as outcomes for learners)

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.

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

High quality PE Provision

Identify Lead Person for HWB: PEPAS

A lead practitioner for Physical Education, Physical Activity and Sport (PEPAS) has been identified to support the development of Health and Wellbeing (specifically P.E provision) across the school. The lead, Miss Donnelly, has worked collaboratively with staff to review current practice and coordinate improvement priorities. This has ensured a more coherent approach to PE and physical activity.

Revise and Implement Whole-School PE Timetable, Progression and Approach

A review of the existing PE provision was undertaken through consultation with staff, pupils and parents. Surveys were used to gather feedback on the accessibility, quality and content of the current PE curriculum, helping to identify key strengths and areas for development. This evidence informed a clear action plan for improvement.

A key development was the creation and implementation of a revised whole-school PE timetable, ensuring that all classes meet the Scottish Government expectation of two hours of quality PE each week. In addition, an annual PE overview was developed to provide consistency in curriculum delivery across the school. This has been designed as a three-year rolling programme, enabling learners to experience a broad range of sports and physical activities throughout their primary education.

To support progression, new PE planners have been developed for each sport across all stages from P1 to P7. These planners clearly identify the progression of skills, knowledge and understanding within and across stages, ensuring learners experience a broad and balanced curriculum with appropriate challenge. The planners follow a consistent

PE Annual Planner

Date	Skills Area/Concepts	Early Level		First Level			Second Level			
		ECG	P1	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
20/8/25 5/9/25	Outdoor and Adventure	Setting in re-establishing PE resources/experiences, team building games								
8/9/25 12/10/25	Preseason Cooperative skills	Gross motor skills ball skills	Gross motor skills ball skills	Basketball	Netball	Handball	Basketball	Netball	Handball	
OCTOBER BREAK										
20/10/25 14/11/25	Net and Wall Personal Qualities	Recept skills	Recept skills	Aerobics	Tennis	Volleyball	Badminton	Tennis	Volleyball	
17/12/25 28/1/26	Athletics Physical Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	
1/12/25 18/1/26	Aerobic Physical competences	Scottish dancing	Scottish dancing	Scottish dancing	Social Dance	Social Dance	Social Dance	Social Dance	Social Dance	
CHRISTMAS BREAK										
5/1/26 15/1/26	Target Games Physical competences	Beccle	Golf	Beccle	Golf	Cricket	Beccle	Golf	Cricket	
26/1/26 2/2/26	Aerobic Physical competences	Gymnastics/Dance	Gymnastics/Dance	Gymnastics	Dance	Gymnastics	Gymnastics	Dance	Gymnastics	
2/2/26	Preseason	Football	Football/Hockey	Football	Hockey	Badm	Football	Hockey	Badm	

[illegible]

The implementation of these planners, alongside team-teaching opportunities and professional dialogue, has supported greater consistency in planning and delivery across the school. As a result, learners are benefiting from more coherent learning experiences and clearer progression pathways, while staff report increased confidence in delivering high-quality PE lessons.

The lead practitioner has engaged with Planning, Learning, Teaching and Assessment (PLTA) guidance and Health and Wellbeing Progression Frameworks through a range of professional learning opportunities. These frameworks now inform curriculum planning, learning experiences and assessment practices across the school and have supported the development of a more coherent and progressive approach to planning, learning, teaching and assessment within PE.

To further strengthen assessment within PE, an assessment programme has been developed to gather evidence of learner progress and achievement. This includes opportunities for observation, self-assessment, peer assessment and teacher professional judgement. The programme has been shared with staff and is scheduled for implementation during the next phase of development. This will support more robust tracking and monitoring of learner progress and achievement and help inform next steps in learning.

Research into meta-skills has been undertaken to explore how they can be effectively developed through PE experiences and contribute to learners' wider personal development. This has informed the implementation of approaches that promote key meta-skills such as communication, collaboration, creativity, self-management and resilience.

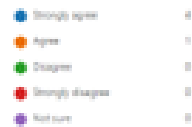
P6/P7 Lesson 1	Meta Skills Focus
Physical Competencies Focus - o Ball familiarity and control - o Dribbling	Self-management: Focus and discipline in controlling the ball Social intelligence: Collaborating during partner tasks, awareness of others

- Develop confidence in handling a basketball
- Demonstrate safe movement in a games setting

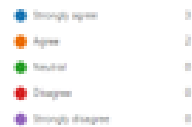
- I can dribble a basketball with control using alternate hands.
- I can keep the ball under control whilst running
- I can use my fingertips to control the ball whilst dribbling
- I can keep my head up to see space whilst dribbling
- I can move safely in shared space and show awareness of others

PE LI & SC

20. Pupils can explain what they are learning and why.



21. The progression of skills is evident in pupils' performance.



Staff Survey

PE lessons are now planned to develop these meta-skills alongside the physical, technical and tactical skills associated with each sporting activity. Staff have incorporated opportunities for learners to demonstrate and apply these skills through teamwork, problem-solving and leadership. Learners are encouraged to reflect on their development and consider how these transferable skills can be applied across other areas of learning and in life beyond school. Feedback from both pupils and staff has been positive, with learners demonstrating an increased awareness of their personal strengths and areas for development.

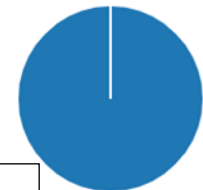
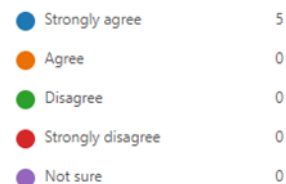
Provide PE-Focused CLPL Opportunities for Staff

A range of PE-focused Career-Long Professional Learning (CLPL) opportunities has been provided throughout the session. This has included professional discussions around PLTA in PE, team-teaching opportunities and support from specialist colleagues. As a result, effective practice has been shared across the school and staff confidence in delivering high-quality PE experiences has increased.

To further support curriculum development, the lead practitioner has engaged in a range of professional learning opportunities focused on less commonly taught sports, including cricket, golf and tennis. This has enhanced her knowledge, skills and confidence in delivering these activities and has supported the development of a broader and more diverse PE curriculum.

The next phase of this work will involve sharing this learning with the wider staff team through curriculum development meetings and professional learning discussions. Alongside the newly developed P.E. planners, this will help build staff confidence in delivering a broader range of sporting activities. It will also support greater consistency in the delivery of PE across the school, ensuring that all learners benefit from high-quality experiences and clear progression in their learning. Ongoing CLPL remains a key priority to further develop staff expertise, promote effective practice and ensure the sustainability of improvements in PE and Health and Wellbeing.

1. The progression planners have improved my understanding of the PE curriculum and skills involved in each sport.



Staff Survey

Impact to Date

- o All classes now receive the recommended two hours of quality PE each week.
- o A revised whole-school PE timetable and annual overview have been implemented, providing a more coherent and consistent approach to PE delivery.
- o A three-year rolling programme has been established, ensuring learners experience a broad range of sports throughout their primary education.
- o Clear progression from P1–P7 has been developed and embedded within PE planners, supporting continuity and progression in skills, knowledge and understanding.
- o Staff now have access to comprehensive PE planners with a consistent structure, improving the quality and consistency of planning while maintaining the flexibility to meet the needs of individual learners. Alongside increased opportunities for team-teaching and professional dialogue, this has enhanced staff confidence in delivering high-quality PE lessons.
- o PLTA principles are becoming increasingly embedded within PE practice, resulting in clearer learning intentions, success criteria and greater consistency in learning, teaching and assessment approaches.
- o An assessment programme has been developed to gather evidence of learner progress and achievement, providing a strong foundation for more robust assessment, tracking and monitoring practices.
- o Meta-skills such as communication, collaboration, creativity, self-management and resilience are now explicitly planned for and developed through PE lessons, supporting learners' wider personal development.
- o Learners are demonstrating an increased awareness of their personal strengths and areas for development through regular reflection on their learning and the transferability of key meta-skills.
- o The lead practitioner has undertaken targeted CLPL in a wider range of sports, supporting the development of a more diverse PE curriculum.
- o Effective practice is being shared more consistently across the school, contributing to increased staff confidence and enjoyment in delivering PE lessons, as evidenced through positive staff feedback.
- o Strong foundations have been established for the continued improvement of PE through clear curriculum structures, professional learning opportunities and a shared vision for progression and high-quality learning experiences for all.

Next Steps

- o Implement and evaluate the newly developed PE assessment programme to support consistent assessment and tracking of learner progress.
- o Continue to embed PLTA principles, progression pathways and PE planners to ensure broad, high-quality, progressive learning experiences across the school.
- o Further develop staff confidence through CLPL opportunities, curriculum development meetings and the sharing of effective practice.
- o Strengthen the explicit teaching and assessment of meta-skills, supporting learners to recognise and articulate the transferability of these skills.
- o Gather feedback from staff and pupils to evaluate the impact of curriculum developments and inform future improvements.

Improve resilience and emotional regulation

Sea of Emotions/ Zones of Regulation

In order to streamline our approaches and ensure accessibility for all we have worked to introduce the use of the *Zones of Regulation* across the school, with posters now displayed in classrooms and around the building. Children are increasingly engaging with these resources and using them to support their emotional awareness and wellbeing.

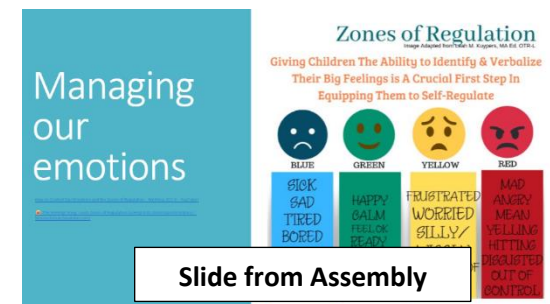
The Zones of Regulation have also been explored through assemblies, where we have discussed different emotional states and the coping strategies that can be used to support self-regulation. Stories and videos have been incorporated to provide meaningful contexts and enhance pupils' understanding of these concepts.



ZOR consistent image

Children are however still reporting issues of struggling to deal with others being unkind or managing conflict and therefore resilience and emotional regulation is something we plan to focus on more next year.

The *Sea of Emotions* imagery is an approach we intend to build upon next session as part of our resilience programme. We recognised its significant potential in supporting deeper exploration of complex emotions and being an extension of the uniform ZOR approach. We will continue to consider how best to integrate this resource within our wider wellbeing and resilience work.



Slide from Assembly

Development of our inclusive practice and a relationships framework (ESIP: 3.1)

Progress towards developing a whole-school relationships framework and further strengthening inclusive practice was impacted by several factors, including changes to our Educational Psychology provision, the significant focus on developing pedagogy, and ongoing staffing and service pressures.

Despite these challenges, meaningful progress has been made. Almost all staff have completed training in de-escalation strategies, which has supported the development of a more consistent and cohesive approach to responding to dysregulated behaviour across the school. Following this training, individual safety plans have been created to provide targeted support for children who require additional strategies to help them regulate their emotions and behaviour.

Our Classroom Assistant, Mrs Murray, has played a pivotal role in supporting children across the school during periods of dysregulation. This targeted intervention has contributed to a reduction in behavioural incidents and subsequent SHE reports and has enabled children to remain within, or return more quickly to, their classroom environment. As a result, pupils are spending more time learning alongside their peers and are experiencing increased inclusion within their own classroom settings.

Most staff have used data gathered from GMWP surveys to target certain areas of need which have been flagged through children’s responses. Most created action plans to identify these target areas and ensure progress was made.



Logan Primary School and ECC
GMWP Action Plan

Teacher(s)	[Redacted]
Class	[Redacted]
Assessment (Sept/March)	September 2025
Date of Action Plan Implementation	October 2025
Whole class	
Top priority areas	Lowest score for the class was under the heading 'autonomy.' This highlights that [Redacted] face struggles with their sense of self-determination. The class scored lowest on the following statements: • I am good at working with others • I can wait until it is my turn • I follow the school rules • I stay calm even if I don't get what I want • I like being chosen to do things in school • I can stand up for myself in school • People listen to me in school • I would complain if I felt picked on by anyone in school

**GMWP
Action Plan**

Survey results indicate that pupils feel they have limited opportunities to make decisions about their learning, express preferences and take ownership. This would suggest that:

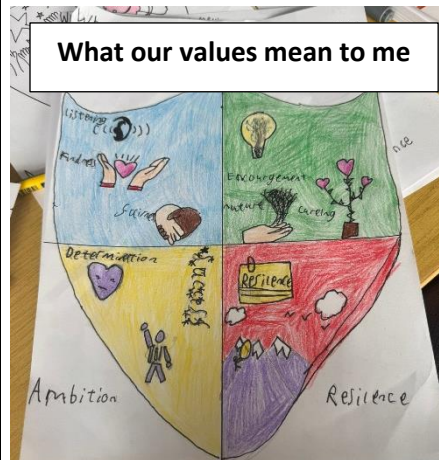
1. Pupil Voice in Learning

Issue: Pupils feel their opinions are not always sought or acted upon.

2. Choice in Learning Activities

Embed V, V, A across the school

What our values mean to me



At the beginning of the school year, every class worked collaboratively to create a class charter, establishing shared expectations and reinforcing our school vision and values. These values are becoming embedded in daily practice and are regularly referenced across the school. Pupils are recognised through our house points system for demonstrating our school values in action.

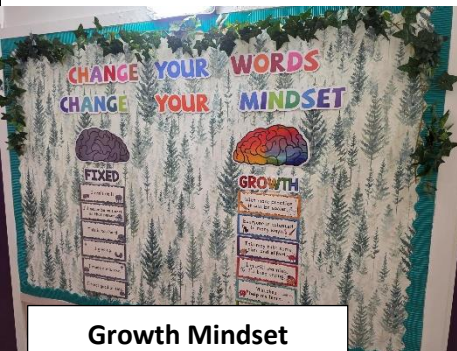
To further strengthen our shared ethos and sense of belonging, we regularly sing our school song and have introduced a values chant, ensuring that our vision and values are consistently promoted and understood by all learners. At our recent Prizegiving, the Head Teacher also shared our vision and values with the wider school community, extending their reach beyond the school building and reinforcing our commitment to partnership with families and the community.

There is clear evidence that pupils are developing a strong understanding of our school values. Older learners are able to articulate what the values mean to them and provide examples of how they influence their behaviour and learning. Additionally, 78% of pupils in P3–P7 can confidently identify our

school vision and 81% can identify our school values, with the majority of the rest able to identify at least part of them, demonstrating the positive impact of our ongoing work to embed them across the school.

Positivity Walk

We have created a corridor of reminders about growth mindset, being kind, celebrating success, positive affirmations, called positivity walk. Children pass through this each day to access our lunch hall and enjoy exploring the displays and the messages behind them.



Growth Mindset

Children's rights are known, respected, and promoted by all (ESIP: 1.4)

We have been promoting these through our class charters, school assemblies and displays in school, as a result children are more aware of the UNCRC and children's rights, however more work is required in this area.



Kindness

	<i>Approaches to maximize attendance (ESIP: 3.6)</i> Staffing pressures had an impact on our capacity to fully implement our action plan in this area. Despite this, some progress was made via, for example, more open-conversations with parents about dips in attendance, addressing attendance at TWTF meetings, informative emails about attendance dips. This is an area which will require a more focused approach in the new session to tackle persistent absence and late-coming. Having completed the authority attendance management audit it is our intention to implement a draft policy and use attendance data provided by the local authority to effectively identify and target those in need of supportive interventions.
Next Steps	• <i>Develop a whole school approach to developing resilience within our children.</i> • <i>Increase staff knowledge and understanding of The Promise through CLPL.</i> • <i>Develop whole school approach to maximising attendance</i> • <i>Develop the ECC environment to ensure it is inclusive for all.</i>

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> 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.	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.																								
Our Attainment, Destinations and Achievements																										
Progress and Impact	<u>Raising attainment and closing the poverty related attainment gap (ESIP: 4.1, 4.4)</u> <i>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.</i> See Learning and Teaching (priority 2) <u>Wider Achievement</u> <i>Improve systems and processes for recording and celebrating wider achievement to ensure that every child's individual successes are recognised and valued, while providing opportunities for all learners to share and develop their achievements.</i> <table><tr><th>Name</th><th>Surname</th><th>Cohort</th><th>03.02.20 Showing independence during written activities in class</th><th>26.09.25 Coming 1st in the whole school in the EA Maths Week contest, achieving 93% accuracy</th><th>16.03.26 Bikeability Level 1 award</th><th>16.03.26 Girls football team won tournament at Townhead Park</th><th>16.06.26 Girls Team won EA Girls Cup</th></tr><tr><td>[REDACTED]</td><td>[REDACTED]</td><td>2020</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>[REDACTED]</td><td>[REDACTED]</td><td>2020</td><td></td><td></td><td></td><td></td><td></td></tr></table> Wider Achievement Tracker The wider achievement tracking system has been further developed and is now accessible to all teaching staff, enabling more consistent recording of pupils' achievements. The tracker currently records the awarding of Growth Certificates, meta-skills certificates and achievements gained out-with school. Further development is planned to enable parents and carers to contribute directly to the recording of wider achievements. This will strengthen home-school partnerships, provide increased opportunities to celebrate pupils' successes and support stronger links between wider achievements and the meta-skills framework. <i>Pilot the My World of Work profiles in upper stages to support pupils' reflection on their skills, strengths, and future aspirations.</i> The <i>My World of Work</i> profiles were successfully piloted with the P6/7 class during the session. Pupils engaged positively with the profiles as a tool for reflecting on their skills and considering future learning and career pathways. Due to staffing capacity and time constraints, implementation was limited to the pilot class this session. The programme will be extended to additional upper-stage classes in the forthcoming session.		Name	Surname	Cohort	03.02.20 Showing independence during written activities in class	26.09.25 Coming 1st in the whole school in the EA Maths Week contest, achieving 93% accuracy	16.03.26 Bikeability Level 1 award	16.03.26 Girls football team won tournament at Townhead Park	16.06.26 Girls Team won EA Girls Cup	[REDACTED]	[REDACTED]	2020						[REDACTED]	[REDACTED]	2020					
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[REDACTED]	[REDACTED]	2020																								

	<i>Pupil Engagement with Attainment</i> See Learning and Teaching (Priority 2)
Next Steps	• <i>Maximise attendance to positively affect attainment.</i> • <i>Develop our observations and evaluations of children's learning in the ECC to ensure progress is accurately tracked.</i>

Pupil Equity Fund: Evaluation

Approach/Intervention	Impact <i>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.
0.4 Teacher	<i>PEF funding was used to provide an additional 0.4 FTE teacher, enabling a more stable and consistent staffing structure across the school. This ensured that pupils mostly experienced no more than two teachers each week, providing greater continuity in learning, stronger relationships and increased consistency in teaching approaches.</i> <i>The additional staffing capacity also enabled the whole staff team to work collaboratively on improving pedagogy and assessment, with a particular focus on developing a shared approach to learning intentions, success criteria and high-quality feedback. This has supported a more consistent learning experience for all pupils, including those affected by poverty, by reducing variability in classroom practice and ensuring equitable access to high-quality learning and teaching.</i>	The impact has been evidenced through increased consistency in classroom practice observed during learning observations and professional dialogue. Staff have implemented a shared pedagogical approach to learning intentions, success criteria and feedback across all classes, resulting in greater consistency in learners' experiences. The stable staffing model has reduced disruption to learning, strengthened relationships between pupils and staff and supported effective tracking and monitoring of progress. Staff evaluation indicates increased confidence and consistency in the use of agreed pedagogical approaches. School attainment and tracking data also show continuing progress across curricular areas.
GL Assessment	<i>PEF funding was used to purchase the GL Assessment suite to strengthen the school's approach to tracking and monitoring learner progress. The use of a nationally standardised assessment tool has provided a consistent approach to gathering attainment data, enabling staff to identify learners requiring additional support at an earlier stage.</i>	The introduction of GL Assessment has improved staff confidence and consistency in the use of attainment data. Staff are engaging more effectively with standardised data and are beginning to make meaningful comparisons across classes, stages and cohorts due to the consistent assessment approach. The data has informed professional dialogue, moderation and targeted planning for individuals and groups of learners. Evidence from tracking meetings demonstrates that assessment information is being used more consistently to identify gaps in learning and monitor progress over time.

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	2
Quality Indicator 2.3 Learning, Teaching and Assessment	2
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	2
Quality Indicator 3.2 Securing Children's Progress	2

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	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
<i>Logan Primary School enters this year with a stable and experienced staff team, complemented by a small number of new appointments who will further strengthen our capacity. Over the past year, all staff have engaged in a sustained programme of pedagogical development, creating a strong foundation from which to continue embedding, extending and refining effective practice.</i> <i>Staff confidence in taking on leadership responsibilities has grown significantly, resulting in a broader distribution of leadership across the school and an increased capacity to drive improvement. This enhanced leadership capability positions the school well to maintain momentum and successfully implement further developments.</i> <i>Our Pupil Equity Funding allocation offers greater flexibility this year due to revised spending timelines, enabling us to increase leadership capacity within the Senior Leadership Team. This additional capacity will support the effective planning, implementation and evaluation of key improvement priorities.</i> <i>As a staff team, we continue to strengthen our collective efficacy and shared commitment to achieving the best outcomes for all learners. With a clear vision, growing leadership expertise and a strong culture of collaboration, Logan Primary School is well placed to sustain improvement and embrace further change.</i>