

East Ayrshire Council Education and Skills

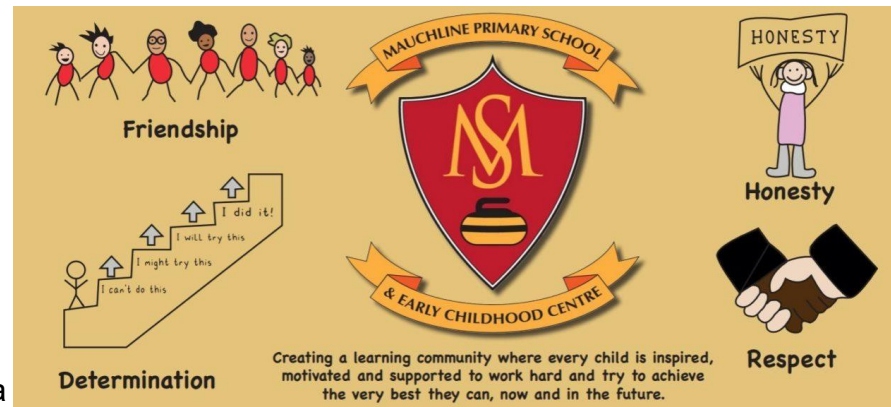
Establishment:
**Mauchline Primary
School and Early
Childhood Centre**



**Establishment
Improvement
Plan
2026-27**

School Improvement Plan	Mauchline Primary School and ECC
Head Teacher	Louise Muir
Date Submitted	Submitted to Chief Education Officer on : 25 June 2026

School / Centre Vision and Values	<u>Our School Vision:</u> Our vision for Mauchline Primary School and Early Childhood Centre is to create a learning community where every child is inspired, supported and motivated to work hard and try to achieve the very best they can, now and in the future. <u>Our Values:</u> • Respect • Honesty • Friendship • Determination <u>Our Aims:</u> • We aspire to provide a learning community where every child is inspired, motivated and supported to work hard and try to achieve the very best they can, now and in the future. • We aspire to motivate and inspire our pupils to be ambitious learners who are determined to succeed. • We aspire to provide a curriculum which is stimulating and designed to promote challenge and enjoyment.
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Checklist

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

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	✓ 28 TH May 2026	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	✓
Parent Council and Forum	✓ 11 th May 2026 22 nd May 2026	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	✓
Teachers, practitioners and ALL school/centre staff	✓ May/June 2026	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	✓
Volunteers/ Community partners	April 2026	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓

Head Teacher / Head of Centre Signature: <i>White</i>	An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.		✓
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Pupil and parental strategic involvement

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
• Use class charters, created with every pupil, to set expectations and gather pupil ideas about wellbeing, participation, relationships, and self-esteem. • Run regular Article 12 afternoons where every child shares opinions; end each session with a short pupil-led evaluation of impact and suggestions for improvement. • Invite a rotating group of pupils to plan and lead assemblies, providing opportunities to present their learning and views to peers, parents/carers, and the wider community. • Include selected pupils in learner conversations tied to quality-assurance activities so their perspectives inform teaching and improvement. • Gather pupil feedback termly through assemblies, short surveys, and—in the ECC— ‘Together Time’ and floor books to capture younger children’s voices.	• Offer “Sharing the Learning” sessions each term for parents and carers to join their child in class, observe lessons, and learn practical ways to support learning at home; invite attendees to complete a short evaluation to suggest improvements for future sessions. • Use regular short surveys (online and paper) to gather parents’ views on key topics; publish summary findings and explain how feedback influenced school decisions. • Maintain an active Parent Council that meets regularly (in-person and online) and publishes minutes; invite council members to contribute to policy reviews and project planning. • Host themed Family Learning Challenges and Community Careers Fayres with planning input requested from families beforehand and post-event feedback collected to shape future events. • Run Community Action Days that families can help plan and evaluate; use follow-up surveys to capture ideas for improving impact and accessibility.

• Maintain a Pupil Council focus group to consult on school decisions, lead evaluations, and represent classmates in planning; use house captains to promote and report on house and school ethos. • Offer ongoing informal channels (suggestion boxes, class discussions, and quiet-voice projects) so children can share ideas in writing, privately, or verbally. • Ensure feedback is acted on and reported back: share outcomes of consultations, surveys, and evaluations with pupils so they see how their views shape school plans.	• Share class- and ECC-level updates through blogs and the school app (newsletters, photos, curricular focus) and include an easy feedback link on each post so parents can comment or raise questions. • Provide multiple ways to consult (drop-in sessions, phone calls, translated materials, and paper surveys on request) to ensure all families can participate; record responses and report back on actions taken. • Report annually on family engagement activities and outcomes, highlighting changes made because of family consultation and setting priorities for the next year.
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Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

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

Collective ownership

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

Good governance

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

Democratic accountability

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

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

Our Vision

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

We will:

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

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

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

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

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



Scottish Attainment Challenge (SAC)

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

[Scottish Attainment Challenge Logic Model](#) –

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

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: • Growth • Wellbeing • Fairness • Sustainability Action areas 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

PS - Our Leadership: Improvement priority:
 We will develop strong pupil leadership, so every pupil has opportunities to lead and contribute through Article 12 Afternoons.
 We will develop meta skills in line with new curriculum rationale and keep up to date with developments.
 We will engage with our Education Group and pilot any Math/Numeracy materials as a group.
 We will align organisational and curriculum communication, so plans, expectations, and progress are clearly shared and easily accessed.

Rationale – Families currently receive school information through many inconsistent platforms and formats, leading to confusion. Feedback from staff and families calls for clearer, more purposeful communication so everyone understands key messages about learning, expectations, and how to support pupils at home.

With curriculum and Meta-Skills development underway, a single school communication platform offers a chance to centralise updates about what and why pupils are learning. A consistent channel will reduce fragmentation, make information more accessible, strengthen home-school partnership, increase family engagement and learner ownership, and support improved progress and attainment.

NIF key drivers:	Curriculum & assessment		Parent/carers involvement & engagement		Teacher & practitioner professionalism		School & ELC improvement	
HGIOS4 QIs:	2.3	2.7	3.2		3.1	Select QI	Select QI	
ESIP key priorities:	N Teaching & Learning				N Our Wellbeing		N Our attainment	
Outcomes for our learners Learners will develop greater ownership of their learning through a clear understanding of curriculum expectations, supported by consistent and purposeful communication between home and school. By the end of the session, at least 80% of families will regularly	Our actions/Approaches/Interventions All Stakeholders have a clear understanding of platform arrangement and purposes. Audit, establish a curriculum communication, pilot revised model, create a whole school framework			PEF NA	Who HT with all staff	Measures Number of posts published on each platform to adhere to guidelines agreed. Learner/pupil voice demonstrates increased understanding of what they are learning, why they are learning it and what their next steps are. Increased engagement from families with desired platforms, termly reviews		Review/milestones Term 1 - Audit complete Term 2 – Pilot Term 3 – Evaluate pilot, devise framework Term4 Whole school implementation

access the school app to engage with learning and curriculum information.				End communication survey to show 80% engagement in desired platform (baseline 67.3% find app very useful 40.0%use the blog throughout the week)	
Learners are engaged partners in the Scottish Curriculum Cycle and can confidently discuss what skills they are learning, why they are learning it and their next steps.	Approaches to Meta Skills and explicit skill teaching will be created and delivered in all classes and ECC Include Meta Skills in Excellent Lesson refresh, PLP process. Engagement with Education Group, specifically with the mathematics REVIEW process. Ensure new initiatives are communicated in a learner friendly format Attend opportunities with Education Scotland and EAC to inform future thinking Curriculum Cycle Feedback wall	NA	DHT	All classes will have meta skills observed during class observations Children will communicate activities that have developed Meta Skills through focus groups. Class teachers will audit lessons for 100% coverage of skills though an agreed period. Nov – June All staff will communicate up to date engagement with cycle.	Meta Skills development Dec 2026 Timeline design by Education Scotland. CIC inset days
Children will participate in regular Article 12 afternoons, providing dedicated opportunities to discuss and contribute to school,	Establish appropriate groups relate to the School Improvement Plan Interest Groups Create school map of Article 12 opportunities.	NA	All staff SLT CO-ORD	All children will contribute to Article 12 leadership Groups that contribute to the school improvement plan.	Groups to have establish plan for Oct 2026.

community and worldwide aspects. Almost all children can articulate how article 12 has an impact on their life, home and school.	Track groups during quality assurance activities. Introduce sharing of Article 12 success and journeys.			Calendar dates added to whole school calendar	Plan to run until April 2027 and adjust if needed.
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ECC - Our Leadership: Improvement priority: We will use our Excellent Experience to make decisions and evaluate our practice and centre.

Rationale – Our playroom environment will undergo significant development this session, with new zones being created in response to identified barriers within the previous space. These changes will aim to provide children with greater opportunities for quiet time, increased space, reduced noise, improved flow between indoor and outdoor learning, and enhanced snack provision. The redesigned environment will also support key workers to observe and understand children's learning and engagement across a wider range of play experiences.

To ensure that these changes have the intended impact, we will use an environmental assessment tool to systematically evaluate the playroom spaces and identify strengths and areas for further development. This will allow us to ensure that our environment is purposeful, inclusive and responsive to the needs of our children.

Findings from the environmental assessment will inform our Excellent Learning Experience, ensuring that the principles underpinning our environment are embedded consistently within our daily practice. We will communicate this approach with families and will develop a child-friendly version, ensuring that children, families and staff have a shared understanding of what makes a high-quality play environment.

This will create a consistent approach to the environment that children and families experience as part of their daily experience at Mauchline, while providing staff with a clear framework for ongoing reflection, evaluation and improvement.

NIF key drivers:	School & ELC improvement		School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment	
QF ELC:	3.3 Learning, teaching and assessment	4.3 Children's progress	1.3 Leadership of continous improvement		3.1 Playing, learning and developing	1.3 Leadership of continous improvement	Select QI	
ESIP key priorities:	N Teaching & Learning				N Our Wellbeing		N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones	
Almost all children will make very good progress in their learning as a result of an engaging, challenging and responsive environment.	Communicate and develop the Excellent Learning Experience as well as child friendly version. Lead staff roles will develop using the Excellent Learning Experience, build staff confidence through peer monitoring and observations.		X	ALL	Learning wall and stories updates to shoe breadth, challenge and progression Transition profiles – all children making progress towards target.		Sept - Publish Excellent Experience to all stake holders. Baseline data Jan - Quality Assurance Calander evaluations	

Children are motivated confident learners who can make choices, solve problems and take appropriate risks in their learning Transition profiles – all children making progress towards target.	Quality Assurance procedures will follow the criteria of the Excellent Learning Experience. Use the Environment Tool to support judgements. Strengthen team discussion and evaluation for children's next steps		Increase in children requiring challenge evidenced through observations. Attendance and engagement records Quality Assurance feedback and evaluation show all aspects are displayed almost all of the time. Wellbeing indicators Reduced need for adult support during routines	May - Final Pass on tracking.
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Teaching and Learning Together: Improvement priority: We will develop a play-based model grounded in pedagogy, in collaboration with other schools in the authority and Education Scotland.
We will formalise out Transition procedures.

Rationale – Analysis of attainment data shows a decline in Early Level learners remaining on track during the previous session (from 92% at the start to 84% at the end). Current tracking shows 90% on track early in the current session, and the school has set a target that at least 88% of learners remain on track by June 2027. Observations revealed inconsistent quality and structure of play-based experiences, especially for Primary 2, with differences between single-year and composite classes indicating a need for more consistent planning, purposeful adult interaction, appropriate challenge, and clear progression. With new Primary 1 staff in post and Education Scotland offering support, the school will develop a shared, high-quality play pedagogy informed by the Early Level Play Pedagogy Toolkit and inspection guidance. Improvement activity will combine national support, collaborative professional learning, observation and self-evaluation to standardize play planning and adult roles across P1/P2. Impact will be monitored through learning observations, learner engagement, assessment and tracking data, with success measured by increased engagement, greater consistency across classes, and achieving the 88% on-track target.

NIF key drivers:	School & ELC leadership		Parent/carers involvement & engagement		Curriculum & assessment		Teacher & practitioner professionalism
HGIOS4 QIs:	2.6	2.7	3.1		2.3	Select QI	Select QI
ESIP key priorities:	N Our Leadership				N Our Wellbeing		N Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
TRANSITION All children in P4-7 will be using learner profiles to document their learning, targets, next steps and achievements. Learners will share their learning with their families and teachers building confidence and	Learner profiles will be embedded with dedicated 'leadership in learning time. Training needs identified and acted upon to build staff and pupil confidence in supporting their learning. Moderation of profiles with Education Group Families will be involved with the journey at sharing events.			NA	CLASS TEACHERS DHT	90% of learners will have up to date profiles during reviews. Quality of profiles evidenced through QA and learner voice. Staff training completed where relevant. Increased confidence in profiling from staff survey.	Termly review of profiles. Review training impact in term 3 Increase in attendance and positive feedback by end of session.

ownership of their school journey. 90% of learners will have up to date profiles during reviews. 80% attendance at sharing events	WILL LINK TO COMMUNICATION POLICY			80% attendance at sharing events Parent/carers will communicate value of profiles through feedback	
Children joining the school will feel supported and included	Policy to be developed to support new children that join during the session	NA	PT	Focus group of new children will show all children felt supported during transition	
Children will leave Mauchline confident that all their needs have been listed to and actioned during transition to secondary.	Network meetings with RBA. Delivery of new policy followed by all feeder PS	NA	DHT/ DHT LEAD RBA	Active engagement percentages of Mauchline families attending events at RBA.	
By June 2027, learners will demonstrate increased engagement and progress through the consistent implementation of a high-quality pedagogical play structure, with at least 88% of learners remaining on track.					
Children moving from ECC will have trusted and accurate transition information.	Shared transition programme Develop and run a coordinated transition programme across year.	Additional PT	HT/PT ECC senior	100% children from Mauchline PS transition to Mauchline PS	Plans to be formalised and communicated to families in Dec 26

Children feel safe secure and confident about moving to P1. Children build positive relationships with primary staff. Children engage positively in early level classroom-based activities	Increased opportunities for collaborative working Implement a communications plan (newsletters, information evenings, welcome packs, and targeted calls/emails) to keep families informed and able to support their child's transition. Provide professional dialogue opportunities between staff. Moderation to ensure consistency and reliability in assessment and reporting.			Percentage of children participating in transition activities - 100% Family Feedback returns- 90% Attendance and engagement data during transitions – 90% Children voice and wellbeing tracking on transition days Staff professional reflections Family feedback indicating confidence and readiness.	Aug Review and aims September Transition plans to be shared with staff October – Dec Children staff engaging Family info session Jan Review Feb Increased visits Mar Joint Moderation April Enhanced transition begins May Extended visits with families June Final activities Evaluate
Primary one learners will demonstrate increased engagement,	Engagement with Play Pedagogy in Primary Toolkit from Education Scotland	NA	12 Hours collegiate time P1-P2	Staff survey (pre and post) Learner focus groups (pre and post)	Education Scotland timeline from Sept-May

creativity, and learning through high-quality play-based activities, as shown by observations of their play behaviour, completed learning tasks, and developmental progress in classroom assessments	Establish network and connections with other EAC schools Complete Modules with network Self-Evaluation Environment Observations Role of adult Create case study after implementation.		staff	Classroom observations notes/feedback (peers, SLT, LA officers) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Analytics from shared teams space (comments, resources, access to the toolkit and materials...) Tracking data on learner progress	
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ECC - Teaching and Learning Together: Improvement priority: We will challenge children with a specific focus in numeracy.							
Rationale – Children in P1 were identified throughout the tracking period as exceeding. The information will be helpful at point of transition to increase exceeding data in P1.							
NIF key drivers:	School & ELC improvement		Teacher & practitioner professionalism		Curriculum & assessment		School & ELC leadership
QF ELC:	3.1 Playing, learning and developing	3.3 Learning, teaching and assessment	4.3 Children's progress		Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership				N Our Wellbeing		N Our attainment
Outcomes for our learners All earners will experience high quality, differentiated experiences that increase engagement, strengthen numeracy skills, promote independence and ensure appropriate support and challenge. By May 2027 the ECC will have identified 10% of the children requiring challenge.	Our actions/Approaches/Interventions Embed high quality questioning. Responses and provocations within daily practice Develop staff understanding of effective differentiation strategies through professional learning and peer mentoring/observations. Increase purposeful use of digital learning to support experiences. Engage fully with Numeracy Cycle work at national, authority and establishment level Strengthen systems for passing on attainment and tracking data, particularly for children requiring challenge. Monitor planning to ensure consistent challenge and progression for all learners. Take part in moderation activities.		PEF X	Who ECC Senior Numeracy Lead Digital Learning Lead Peer Mentors	Measures Evidence of differentiation and effective questioning observed in visits and planning. Increased learner participation in numeracy tasks Focus on numeracy tracking, identification of children requiring challenge. Positive feedback from staff peer observations and moderation activities. Increased use of digital learning across the ECC		Review/milestones Term 1 Baseline observations and tracking established. Peer mentoring programme introduced. Term 2 Monitoring of differentiation and questioning strategies Review numeracy cycle progress. Evaluate digital learning implementation. Term 3 Assess impact on learner engagement and attainment. Review challenge provision for targeted learners. Identify next steps and sustainability actions.

Our Wellbeing and Belonging: Improvement priority: We will increase pupils' attendance.
We will provide wellbeing support to pupils with a range of different needs.

Rationale – The wellbeing space piloted last session showed clear benefits for children's emotional engagement, readiness to learn, and participation. We will expand these spaces so students needing extra support can access nurturing environments that help them regulate emotions and re-engage with learning.

We will use Boxall Profile scores and Individual Learning Plans (ILPs) to measure impact—Boxall Profiles will track changes in social and emotional needs over time, while ILPs will set individualized targets for monitoring progress. Coupled with focused monitoring of attendance—particularly among children in SIMD 1 and 2, who show notably lower attendance—this targeted wellbeing approach aims to remove barriers, boost engagement, and reduce attainment and attendance gaps for socio-economically disadvantaged learners.

NIF key drivers:	School & ELC improvement		Teacher & practitioner professionalism	School & ELC improvement		Curriculum & assessment
HGIOS4 QIs:	3.1	2.4	2.3	3.1	2.7	Select QI
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
Children will have access to extended wellbeing spaces and targeted supports to promote emotional wellbeing and engagement in learning. By May 2027: 80% of targeted children will meet or exceed their identified ILP targets over a six-month period.	Create a calm outdoor courtyard linked to the wellbeing room. Audit referral and impact procedures. Shared targets with wellbeing room and classroom. Structured friendship groups New guidance issued from EAC to be actioned		0.4 CT cover	SLT	Children will meet 80% of their targets. Improved Boxall scores during 6 month period GWMP scores will be higher than 7 for targeted children. Attendance will be higher than 90 for targeted children	Space designed and resources bought, ready to use by Dec 2026

- Boxall Profile scores for targeted children will demonstrate improved emotional and social development over a six-month period. - GMWP scores for targeted children will be above 7, demonstrating improved wellbeing.					
Children in SIMD will improve their attendance in school, having increased engagement with learning and stronger relationships with peers and staff. Attendance for children living in SIMD 1 and 2 will be above 90%	Deliver new Standard Circular on Attendance Introduce 4-week absence monitoring. Check in and support systems from Principal Teacher Targeted support wellbeing Attendance plans for persistent absence New guidance issued from EAC to be actioned	x	PT	Attendance rates will increase from 88% to 90%.	4-week periods from attendance tracking sent by EAC Review with families at Parent's Night

ECC - Our Wellbeing and Belonging: Improvement priority: *We will embed our Transition programme.*

Rationale – Mauchline ECC parents and staff say transitions to Primary 1 need to be more planned, structured, and consistent so children and families can become familiar with the school, staff, routines, and learning environment before starting. Stakeholder feedback highlights the importance of clear opportunities to ease this change.

To address this, we will create a scheduled transition programme to help children and families move from ECC to Primary 1 in a safe, enjoyable, and confident way, ensuring continuity of experience and attention to each child's needs, interests, and strengths. The programme aims for all ECC children to transition to Mauchline Primary School, strengthening learning continuity, relationships, belonging, and the school's roll sustainability.

NIF key drivers:	School & ELC improvement		Performance information		Parent/carers involvement & engagement		School & ELC leadership	
QF ELC:	4.3 Children's progress	4.1 Nurturing care and support	4.2 Wellbeing, inclusion and equality		1.3 Leadership of continous improvement	Select QI		Select QI
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our attainment			
Outcomes for our learners		Our actions/Approaches/Interventions		PEF	Who	Measures		Timescale
Children feel safe secure and confident about moving to P1. Children build positive relationships with primary staff.		Shared transition programme Increased opportunities for collaborative working Strengthen communication with families about the transition programme. Provide professional dialogue opportunities between staff. Moderation		X	Senior/ PT/HT	Percentage of children participating in transition activities 100% Family Feedback returns- 90% Attendance and engagement data during transitions Children voice and wellbeing tracking on transition days Staff professional reflections Family feedback indicating confidence and readiness		Aug Review and aims.
Children engage positively in early level classroom-based activities								September Transition plans to be shared with staff.
								October – Dec Children staff engaging Family info session
								Jan Review

Percentage of children participating in transition activities 100% Family Feedback returns- 90% 100% of ECC children staying in Mauchline transition to Mauchline P1					Feb Increased visits Mar Joint Moderation April Enhanced transition begins. May Extended visits with families June Final activities Evaluate
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**Our Attainment, Destinations and Achievements: Improvement priority: Improve children's mental agility and retention of number skills.
Increase writing attainment and cascade techniques from CYPIC training.**

Rationale – School numeracy data show declining attainment from Primary 5 to Primary 7, so a targeted, sustained improvement plan across the SECOND STAGE is needed; collaboration with a partner school has helped identify effective practices and strategies, and setting measurable targets for P5–P7 will enable progress tracking and evaluation of impact by May 2027.

The Council Writing Programme has a proven track record of raising writing attainment across the authority. By joining the programme, our school will adopt a consistent, high-quality approach to teaching and assessing writing that aligns with authority-wide practice, promoting continuity for learners as they move through stages.

Participation will give staff targeted professional learning, opportunities to moderate standards, and access to effective strategies to close attainment gaps and sustain progress. The programme will also support smoother transition to secondary school through shared expectations, with impact measured via our writing tracking data to evaluate improvements in learner outcomes.

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment		School & ELC improvement		Performance information	
HGIOS4 QIs:	2.3	3.2	2.2		Select QI	Select QI	Select QI	
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing			
Outcomes for our learners By May 2027, improve numeracy attainment across Primary 5–7, with 83% of Primary 5 learners, 90% of Primary 6 learners and 80% of Primary 7 learners achieving their expected level in numeracy, as evidenced through robust tracking and assessment data.	Our actions/Approaches/Interventions Establish a Numeracy working Group, led by numeracy co-Ordinator. Develop a whole school Mental strategy. Attainment meetings to analyse mental assessments. Monitor implementation through learning walks, pupil discussions and jotter reviews. Number talks in all classes. Continue with 2 nd year pilot of numeracy pathways. Create a shared bank of digital resources.		PEF Possible resources Targeted intervention Gps from PEF staffing	Who PT P4-7 STAFF All staff after sharing opps. PT (S)	Measures • Attainment data to improve across all stages. • Increase in children exceeding. • Reduction in attainment gap for targeted learners Learning observations show consistent teaching approaches. Pupils confidently explain mathematical thinking.		Review/milestones Evidence appropriate to timeline will be reviewed at each tracking meeting	

Learners will demonstrate increased confidence and accuracy in mental calculations and number strategies appropriate to their stage. Learners will apply numeracy skills accurately across the curriculum. Learners will experience appropriately challenging learning activities.	Moderate assessments with cluster school Provide targeted interventions for children below expected level. Increase opportunities for problem solving and reasoning.			Staff demonstrate increased confidence. Planning reflects whole school agreed approaches. Term 1 Baselines Staff Group established Backdrop plan created Term 2 Learning walk and jotter monitoring for signs of change. Attainment meetings Moderation activity Term 3 Midsession sharing and analysis Pupil voice survey Targeted interventions reviewed Term 4 Final attainment analysis Evaluation of impact Priorities identified for next session.	
Maintain writing attainment at 90% or above from P3 to P4, ensuring progress is sustained. CYPIC programme.	Class teachers and SLT attend CYPIC National Improving Writing sessions (Cohort 5 Aug–Dec 2026; Cohort 6 Jan–Jun 2027).	NA	P4 CTs DHT	Use of run charts to gather data over time Use of focus Writing Benchmarks	Evidence appropriate to training schedule will be reviewed at each tracking meeting.

Learners will co-construct success criteria for varied text types, use subject-appropriate language to self- and peer-assess (identifying strengths and areas for improvement), and demonstrate achievement; staff will use targeted data collection to increase pace/challenge and identify timely interventions.	• Create an environment that supports sustained improvements in writing. • Develop and apply Quality Improvement knowledge, tools, and tested techniques. • Implement the full “writing bundle,” including sharing run charts with pupils. • Schedule regular teaching/learning time for pupils to experience the writing bundle. • Collect regular writing progress data focused on one improvement at a time, using run charts. • Involve children in collecting/analysing data and gathering pupil voice on progress and next steps. • Use self- and peer-assessment (Tools for Writing and vocabulary focus) to build learners' skills. • Analyse causes of non-attainment with Fishbone tools and consult AHPs/experts, moderate planning, teaching, and assessment across staff.			On-going/daily AiFL approaches to assessment and feedback to learners will be evident to establish areas of strength, gaps and next steps.	
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	• Hold regular SLT-teacher tracking meetings, engage parents/carers, create a QI poster, and build infrastructure for sustainable spread.				
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ECC Our Attainment, Destinations and Achievements: **We will work with Children and Young People Improvement Collaborative (CYPIC) to create new zones in our playroom which will increase wellbeing.**

Rationale – Our involvement in the Children and Young Persons Collaborative with Education Scotland will provide an important opportunity to strengthen our practice in supporting the health and wellbeing of children with additional support needs. Through participation in this national network, we will work alongside early years settings and professionals across Scotland to share practice, learn from others and contribute to a wider understanding of effective approaches.

This will address an identified gap in our current practice, as we have had limited opportunities to work collaboratively with settings both within and beyond the authority at a national level. Engagement in the collaborative will allow us to access a wider range of expertise, approaches and evidence-informed practice, supporting us to reflect critically on our own provision.

This work will be particularly important as we will continue to see an increasing number of children with additional support needs accessing our setting. Our playroom zones will be redesigned in response to barriers identified through self-evaluation, including children's need for quiet spaces, increased opportunities for movement and space, reduced noise and improved access to outdoor learning. Participation in the collaborative will help us to ensure that these environmental developments are informed by current practice and will effectively support children's health, wellbeing, engagement and inclusion.

Ultimately, this work will support us to develop a more inclusive, responsive and nurturing early years environment, while strengthening our professional learning and collaborative practice across Mauchline, the authority and the wider national early years community.

NIF key drivers:	School & ELC improvement		Curriculum & assessment		Teacher & practitioner professionalism		Parent/carer involvement & engagement	
QF ELC:	2.1 Children experience high quality spaces	4.2 Wellbeing, inclusion and equality	3.1 Playing, learning and developing		4.1 Nurturing care and support	3.1 Playing, learning and developing		Select QI
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing			
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures		Review/milestones
Children will actively engage in playroom activities, developing confidence, communication, social interaction, and	Redesign the playroom using 'Zone Training' – child centred. - Develop regular collaboration between staff and the CYPIC team. - Introduce training and shared planning opportunities.			x	CYPIC PARTNER Lead Practitioner in collaboration with the CYPIC team.	*Increase in children actively participating in a range of playroom activities – use of zone/environmental analysis. *Improvement in children's wellbeing scores from Sept – April *Data improvements from Improvement tools		- Sept – Oct, staff training - Collection of baseline data - Nov - Buddy Visit - Feb – CYPIC evaluation

emotional wellbeing through a supportive and stimulating environment created collaboratively by staff and the CYPIC team. By May 2027, the health and wellbeing of children with additional support needs (ASN) will increase from the August 2026 baseline of X to X, as measured through an agreed wellbeing assessment tool. A baseline assessment will be completed in August 2026 to establish the current wellbeing profile of children with ASN	• Introduction of Improvement Science tools • Monitor observations, child voice and wellbeing indicators to monitor engagement. • Recognition and celebration of children's participation and achievements • Gather children's feedback on playroom experiences. • Introduce staff reflection sessions after changes			<u>Quantitative Measures</u> Child Voice Feedback Staff reflections Parent/carer feedback CYPIC evaluation feedback <u>Sources</u> Leuven Wellbeing Scale or equivalent Observation records Learner conversations Improvement Science data	• March - Adaptations • April - Collection of evaluative data • May Progress report CYPIC Network Celebration.
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Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
- Learners will make better progress and take more ownership by understanding curriculum expectations, supported by consistent, purposeful home-school communication. - Learners will be active partners in the Scottish Curriculum Cycle and can confidently explain the skills they are learning, why they matter, and their next steps using meta skills - Pupils will take part in regular Article 12 afternoons to discuss and contribute to school, community, and global issues. ECC - Children make very good progress in a motivated, confident, and responsive learning environment that encourages choice, problem-solving, and appropriate risk-taking through our Excellent Experience	- Use learner profiles across P4–P7 so students record learning, targets, next steps, and achievements; they share these with families and teachers to build confidence and ownership of their school journey. - Ensure transitions are supportive and inclusive: incoming pupils and those moving from ECC receive trusted, accurate information; children feel safe, secure, and build positive relationships with primary staff during the move to P1 and onward to secondary, with needs identified and acted on. - Increase P1 engagement, creativity, and learning through high-quality play-based activities, evidenced by observed play behaviour, completed learning tasks, and developmental progress in classroom assessments. ECC - High-quality, differentiated learning experiences will increase engagement, develop numeracy skills, promote independence, and provide appropriate support and challenge for all learners.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
Children will have access to extended wellbeing spaces to support emotions and engagement in learning.	Learners will build confidence and accuracy in mental calculation and number strategies, apply numeracy accurately across the curriculum, and engage in appropriately challenging tasks to support progress.

- Children in SIMD will improve their attendance in school, having increased engagement with learning and stronger relationships with peers and staff. ECC - Children will actively engage in play-based learning across a range of zones, building confidence, communication, social skills, and emotional wellbeing within a supportive environment.	Maintain writing attainment at 90% or above from P3 to P4. Staff will use targeted data to increase pace and challenge and provide prompt interventions (CYPIC programme). ECC A positive transition to P1 will help children feel safe, secure, and confident while developing strong relationships with primary staff.
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2026-27 targets					
	Reading	Writing	L&T	Literacy	Numeracy
P1	90	90	90	90	90
P2	87	85	90	87	90
P3	94	94	95	95	94
P4	85	90	90	89	90
P5	76	73	90	80	83
P6	90	90	90	90	90
P7	83	76	85	82	80

2025-26 Targets					
	Reading	Writing	L&T	Literacy	Numeracy
P1	97.4	97.4	100.0	97.4	100.0
P2	93.9	93.9	93.9	89.8	93.9
P3	92.5	92.5	97.5	90.0	95.0
P4	65.9	56.1	92.7	56.1	82.9
P5	90.2	82.9	97.6	82.9	87.8
P6	82.6	76.1	95.7	76.1	80.4
P7	74.4	76.9	87.2	69.2	79.5

2025-26 Actual					
	Reading	Writing	L&T	Literacy	Numeracy
P1	84.2	81.6	100.0	81.6	97.4
P2	91.8	91.8	93.8	87.5	91.8
P3	85.0	90.0	100.0	85.0	95.0
P4	75.6	73.2	95.1	70.7	82.9
P5	90.2	90.2	100.0	90.2	90.2
P6	82.6	76.1	100.0	76.1	80.4
P7	76.9	79.5	94.9	74.4	79.5

Reading							
	P1	P2	P3	P4	P5	P6	P7
P1	83.5						
P2	81.4	81.1					
P3	89.3	91.1	77.1				
P4	88.1	79.1	71.4	78.0			
P5	84.6	85.2	85.7	90.3	78.8		
P6	75.0	-	63.2	77.8	78.9	76.8	
P7	-	-	-	80.5	85.4	90.0	79.7

Writing							
	P1	P2	P3	P4	P5	P6	P7
P1	80.6						
P2	79.1	78.3					
P3	92.9	83.9	76.0				
P4	81.0	76.7	71.4	76.0			
P5	80.8	88.9	89.3	87.1	74.3		
P6	77.8	-	63.2	69.4	68.4	72.2	
P7	-	-	-	78.0	78.0	75.0	77.6

Listening & Talking							
	P1	P2	P3	P4	P5	P6	P7
P1	92.4						
P2	90.7	91.8					
P3	98.2	98.2	90.1				
P4	97.6	97.7	92.9	91.2			
P5	92.3	92.6	92.9	93.5	91.0		
P6	83.3	-	89.5	91.7	94.7	89.6	
P7	-	-	-	90.2	92.7	95.0	89.8

Literacy							
	P1	P2	P3	P4	P5	P6	P7
P1	79.1						
P2	79.1	76.4					
P3	89.3	83.9	73.2				
P4	81.0	76.7	66.7	72.7			
P5	80.8	85.2	85.7	87.1	72.7		
P6	66.7	-	60.5	66.7	68.4	70.1	
P7	-	-	-	78.0	78.0	75.0	75.4

Numeracy							
	P1	P2	P3	P4	P5	P6	P7
P1	89.2						
P2	86.0	84.3					
P3	94.6	96.4	80.6				
P4	92.9	95.3	92.9	80.5			

Cohorts							
	P1	P2	P3	P4	P5	P6	P7
P1	25/26						
P2	24/25	25/26					
P3	23/24	24/25	25/26				
P4	22/23	23/24	24/25	25/26			

P5	88.5	85.2	78.6	80.6	76.5		
P6	75.0	-	65.8	69.4	73.7	74.5	
P7	-	-	-	82.9	82.9	87.5	78.4

P5	21/22	22/23	23/24	24/25	25/26		
P6	20/21	21/22	22/23	23/24	24/25	25/26	
P7	19/20	20/21	21/22	22/23	23/24	24/25	25/26