

East
Ayrshire
Council
Education
Service


Establishment:

Mount Carmel Primary School



Establishment
Improvement
Plan
2025-26

School Improvement Plan	Mount Carmel Primary School
Head Teacher	Andrea Fergusson
Date Submitted	Submitted to Chief Education Officer on 23 rd June 2025

<p>School / Centre Vision and Values</p>	 <p>We strive to learn together, achieve together and be a good friend to Jesus.</p> <p>FAITH - Believe in ourselves, others and God.</p> <p>KINDNESS - Towards all.</p> <p>RESPONSIBILITY - To be honest, respectful and achieve in our learning</p> <p>During session 2023-2024 we reviewed our Vision and Values with the support of all involved with the school.</p> <p>Our school vision is: We strive to learn together, achieve together and be a good friend to Jesus.</p> <p>Our Values are: Faith Kindness Responsibility</p> <p>Our philosophy is founded in the promotion of Gospel Values and based on equality of education.</p>
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Our School Aims reflect our changing priorities and focus on:



**MOUNT CARMEL
PRIMARY SCHOOL**

OUR AIMS:

- **Provide**
A friendly, inclusive, safe, caring, motivating and nurturing family orientated environment.
- **Foster**
Essential, transferable life skills through a broad and rich curriculum.
- **Inspire**
A lifelong love for learning.
- **Build**
Partnerships with parents, parish and wider community.
- **Enhance**
Spiritual development by providing Catholic education based on the Gospel values whilst instilling respect for other faiths.

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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	June 2025	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	June 2025
Parent Council and Forum	June 2025	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/	June 2025
Teachers, practitioners and ALL school/centre staff	June 2025	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/	June 2025
Volunteers/ Community partners	June 2025	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	June 2025
Head Teacher / Head of Centre Signature: <i>Andrea Fergusson</i>		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	June 2025

Pupil and parental strategic involvement

<p>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</p>	<p>For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre</p>
<p>During the session pupil voice will be encouraged, listened to and acted upon through the following opportunities:</p> <ul style="list-style-type: none">• Pupil Council - Increased use of How Good is OUR school• Pupil Focus Groups• Pupil Questionnaires including GMWP• Leadership roles undertaken by pupils – House Captains and Vice Captains, P1 Buddies, P6 PATHS Playground buddies, Community Group including Dyslexia Friendly Committee, Eco Committee, Rights Respecting School Committee, Health and Wellbeing, Nurture Champions, Fairtrade Champions, Digital Champions and Mount Carmel in the local community group.	<p>During the session parent voice will be encouraged, listened to and acted upon through the following opportunities:</p> <ul style="list-style-type: none">• Parent Council and Friends of Mount Carmel (FOMC)• Parent/Carer Questionnaires• Home-School-Parish Links• Reporting progress to parents where comments are invited• Meet the Teacher Session• Sharing the Learning Sessions• Curriculum information sharing – new Primary 1 Parents• Learning Journals• ASN review meetings – sharing of Childs Plans• School Blog, School App, Twitter

**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

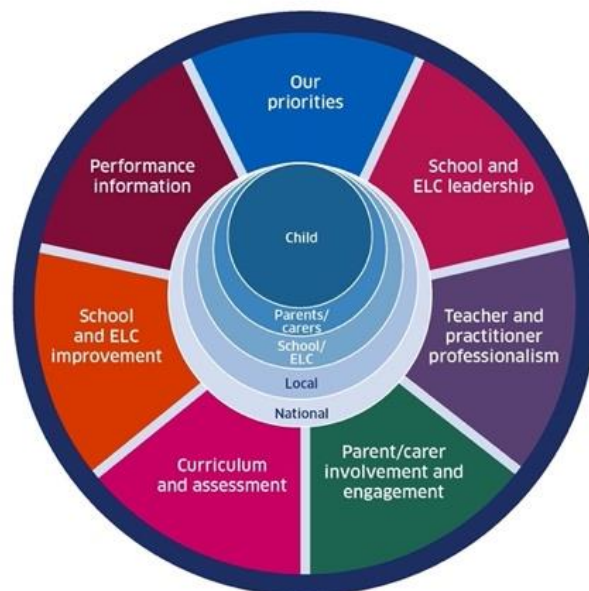
Key priorities of the National Improvement

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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

Our Leadership: Improvement priority
Provide opportunities for leadership at all levels and increase the use of digital resources to support learning and teaching

Rationale
 Leadership at all levels is central to school development. HGIOS evaluations since 2017 have noted the continued development of this, however, our Learning Visit noted, “There is scope for the Leadership team to re-establish leadership roles for staff across the school to support school improvement.” (Education Visit Report, November 2023)

We will now focus on developing and utilising staff and learners skills to benefit the whole school community. Pupil Voice is also central within this process as this empowers students to participate in decisions that affect them. Whole school GMWP data reflects that pupils feel important to this process. Learner conversations and observations across the school have also recognised the increasing use of technology to support learning however this could be used to better effect.

NIF key drivers:	School & ELC leadership	Teacher & practitioner professionalism	Curriculum & assessment	Performance information		
HGIOS4 QIs:	1.3	1.2	1.1	1.4	1.5	3.2
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI

ESIP key priorities: **Y Teaching & Learning** **N Our Wellbeing** **N Our attainment**

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
<ul style="list-style-type: none"> • <i>What do we want to improve/change?</i> • <i>Who is the target group?</i> • <i>By how much?</i> • <i>By when?</i> 	<ul style="list-style-type: none"> • <i>What are we going to do?</i> • <i>How are we going to do it?</i> 	Tick row if it's PEF-related	Who will lead this work?	<ul style="list-style-type: none"> • <i>How will we measure this?</i> • <i>What ongoing information will demonstrate progress?</i> • <i>What does “better” look like?</i> • <i>How will we recognise better when we see it?</i> 	<ul style="list-style-type: none"> • <i>Monthly?</i> • <i>Termly?</i> • <i>On track to meet deadlines/targets?</i>

Pupil voice - all learners in P2-7 to be involved in leadership of learning across the school.	<ul style="list-style-type: none"> • PRDs to recognise staff skillset in order to greater support Pupil Voice and Leadership Groups, staff to access linked CLPL and engage with other schools to support further • FACE reviews to highlight CLPL support needs for PSAs • All teaching staff to take on enhanced leadership roles 		TS	GMWP questions – increase by 5% for the following areas	September and May									
				<table border="1"> <thead> <tr> <th>Statement</th> <th>Current</th> <th>Projection</th> </tr> </thead> <tbody> <tr> <td>I like being chosen to do things in school</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>I belong to this school/I feel important to this school</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table>		Statement	Current	Projection	I like being chosen to do things in school	82%	85%	I belong to this school/I feel important to this school	77%	80%
				Statement		Current	Projection							
I like being chosen to do things in school	82%	85%												
I belong to this school/I feel important to this school	77%	80%												

	<ul style="list-style-type: none"> • Introduce Aspiring Principal Teacher role • Rebranding of Community Time Groups • Children to select preferred group • Action plan to be created by pupils/staff for all groups • Pupil Council to make focussed use of How Good is OUR School • Increase staff awareness and use of skills based teaching and learning. • Increase pupil voice in relation to Learning Journals 			<p>Pupil Focus Group.</p> <p>PRD/FACE mid point review will highlight progress with targets set.</p> <p>Collegiate feedbacks forms</p>	<p>Termly as part pf QA.</p> <p>August and January</p> <p>Multiple times across the year.</p>						
<p>Almost all learners in P4-7 to have daily access to digital technology to enhance learning and teaching</p>	<ul style="list-style-type: none"> • Develop and implement a digital strategy for our establishment • Ensure all digital technology is in good working order and processes are in place to report technical issues, faults or damage promptly • Ensure all staff and learners have an understanding of cyber security and how to keep themselves safe in an online environment • Access CLPL from digital leads and digital team to ensure that all staff have a baseline knowledge of effective use of Promethean Boards and Activ Inspire • Peer visits to colleagues within East Ayrshire who are making effective use of digital technology to enhance learning and teaching in their establishments 		<p>Jaq McCreddie</p> <p>Support from Julie McKee, QIO and Gary Neilson , Education IT</p>	<p>Increased engagement in learning GMWP Question – increase by 5%</p> <table border="1" data-bbox="1339 754 1803 831"> <thead> <tr> <th>Statement</th> <th>Current</th> <th>Projection</th> </tr> </thead> <tbody> <tr> <td>I work hard in this school</td> <td>85%</td> <td>87%</td> </tr> </tbody> </table> <p>Evidence of learners making effective use of digital technology during classroom observations, Pupil Focus Group discussions, examples of pupils work</p> <p>Most learners talking with confidence during Pupil Focus Group discussions – How often do you use digital technology? What items are you using? What are you using them for? How is this helping you learn?</p>	Statement	Current	Projection	I work hard in this school	85%	87%	<p>Complete October and May</p> <p>Termly observations</p> <p>Termly Pupil Focus Groups</p> <p>Termly monitoring of engagement with Learning Journals</p>
Statement	Current	Projection									
I work hard in this school	85%	87%									

	<ul style="list-style-type: none">Increased use of Learning Journals by learners to upload information showing progress in learning.			Improvement in Learning Journals engagement from parents from 63% to 80%.	
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Teaching and Learning Together: Improvement priority

Continue to enhance our learning teaching and assessment approaches in order to provide a curriculum that reflects the needs of learners.

Rationale – Taking into account the current Curriculum Review Cycle for curriculum there is a continued need to review and develop the curriculum that we are providing in order to prepare our children more fully for the changing world. Our attainment data, HGIOS evaluation and Learning Visit Report recognises that although attainment is improving we should also continue to develop our learning and teaching approaches.

NIF key drivers:	Curriculum & assessment		Performance information		Teacher & practitioner professionalism		Select driver												
HGIOS4 QIs:	2.3	2.2	1.3	3.2	Select QI	Select QI	Select QI												
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI												
ESIP key priorities:	Y Our Leadership			N Our Wellbeing		Y Our attainment													
Outcomes for our learners <ul style="list-style-type: none"> • <i>what do we want to improve/change?</i> • <i>who is the target group?</i> • <i>by how much?</i> • <i>by when?</i> 	Our actions/Approaches/Interventions <ul style="list-style-type: none"> • <i>what are we going to do?</i> • <i>how are we going to do it?</i> 		PEF Tick row if it's PEF-related	Who Who will lead this work?	Measures <ul style="list-style-type: none"> • <i>how will we measure this?</i> • <i>what ongoing information will demonstrate progress?</i> • <i>what does "better" look like?</i> • <i>how will we recognise better when we see it?</i> 		Review/milestones <ul style="list-style-type: none"> • <i>monthly?</i> • <i>termly?</i> • <i>on track to meet deadlines/targets?</i> 												
Learners will support development of a curriculum which is relevant and reflects the needs to of our learners.	<ul style="list-style-type: none"> • Engage with pupils, parents and staff to ascertain views on how the curriculum should be formed. • Engage with national and local CLPL opportunities in relation to the Curriculum Improvement Cycle and Curriculum Innovation. • Development of IDL/Skill-based learning at focussed stages 			HT and working group	Improvement in learner engagement evidenced via increased results in GMWP by 5% <table border="1"> <thead> <tr> <th>Statement</th> <th>Current</th> <th>Projection</th> </tr> </thead> <tbody> <tr> <td>I like to be chosen to do things in school</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>I work hard in this school</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>I belong to this school/I feel important to this school</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table>		Statement	Current	Projection	I like to be chosen to do things in school	82%	85%	I work hard in this school	85%	87%	I belong to this school/I feel important to this school	77%	80%	Twice across the year
Statement	Current	Projection																	
I like to be chosen to do things in school	82%	85%																	
I work hard in this school	85%	87%																	
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				<table border="1"> <tr> <td>I am proud of the work I do in this school/my work is good</td> <td>87%</td> <td>89%</td> </tr> </table>	I am proud of the work I do in this school/my work is good	87%	89%				
I am proud of the work I do in this school/my work is good	87%	89%									
				<p>Pupil Focus Groups – Almost all children expressing that they feel valued and part of the community</p> <p>Pupil Focus Groups – Most children talking confidently about how this is in their class.</p> <p>IDL planner development which incorporates skills development</p> <p>Progressive Pathways in place</p> <p>Curriculum Rationale clearly understood by all stakeholders- parent survey</p> <p>Staff confidence in curriculum design and delivery increase as measured via CLPL and general class dropins</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>						
<p>Improve reading attainment</p> <table border="1"> <thead> <tr> <th>Class</th> <th>24-25 On track</th> <th>25-26 Projection on track</th> </tr> </thead> <tbody> <tr> <td>P4</td> <td>39%</td> <td>49%</td> </tr> </tbody> </table>	Class	24-25 On track	25-26 Projection on track	P4	39%	49%	<p>Creation of working group to support reading development – action plan to be created.</p> <p>Increased focus on use of Bug Club reading at start of term and continuously focus.</p>	✓	<p>Mrs McCreadie and working party.</p>	<p>We will measure this using GL Assessment NGRT for reading September and April.</p> <p>Ongoing information - Bug club assessments throughout the year.</p>	<p>September 2025 and April 2026</p> <p>When appropriate</p>
Class	24-25 On track	25-26 Projection on track									
P4	39%	49%									

	Novel Term 2 and Term 3 with a refocus on Bug Club for term 4.			Improved GL score with more children moving towards an average score of 100 or better. P4 increase of children on track using authority tracking and monitoring system from 39% to 49%.	April 2026 Termly						
<p>Improve writing attainment</p> <table border="1" data-bbox="98 539 443 627"> <thead> <tr> <th>Class</th> <th>24-25 On track</th> <th>25-26 Projection on track</th> </tr> </thead> <tbody> <tr> <td>P4</td> <td>54%</td> <td>64%</td> </tr> </tbody> </table>	Class	24-25 On track	25-26 Projection on track	P4	54%	64%	<ul style="list-style-type: none"> • Participation at the CYPIC National Improving Writing (NIW) sessions • 2 x 2-hour session for member of school management team • 2 full days (in person) • 5 x 2-hour twilights (virtual) • 2 optional sessions (virtual) (2.1 + 2.2.) • Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work (4.2) • Staff will implement the 'writing bundle' • Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary • Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time. 		<p>P4 teaching staff and SLT</p> <p>CYPIC National Improving Writing team</p> <p>EA leads</p> <p>D. McMahon, S. Rae, L. Bull</p>	<p>Pre and Post pupil questionnaires</p> <p>Regular teacher polls on impact of learning from the NIW programme.</p> <p>Pareto chart to identify focus for teaching inputs – baseline assessment</p> <p>AiFL approaches demonstrate on-going assessment and provide feedback to learners.</p> <p>Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment</p> <p>Pupils' ability to talk about their progress and next steps both individually and as a class.</p> <p>P4 increase of children on track using authority tracking and monitoring system from 54% to 64%.</p>	<p>ACEL/progress and achievement tracking and monitoring data.</p> <p>Learner conversation across the year</p> <p>Classroom observation feedback</p>
Class	24-25 On track	25-26 Projection on track									
P4	54%	64%									

	<ul style="list-style-type: none"> Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners 				
<p>Improve children's attainment in numeracy at P1 (stretch aim: 85%) P2 from 80% to 86% P3 from 65% to 70% P4 from 57% to 67% P5 from 77% to 80% P6 from 76% to 80% P7 from 50% to 60% by June 2026</p> <p>(Qualitative) Improve engagement and confidence of children within numeracy and mathematics experiences</p>	<ul style="list-style-type: none"> Self-evaluate using East Ayrshire Numeracy and Mathematics self-evaluation tools to focus on improvement across key priorities within numeracy and mathematics Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements. Assessment in Numeracy and Mathematics Paper Embedding Assessment PowerPoint 			<p>Evidence gathered from using the self-evaluation tools to monitor and evaluate the development of numeracy and maths pedagogies</p> <p>AiFL approaches demonstrate on-going assessment and provide feedback to learners.</p> <p>Pupils' ability to talk about their progress / next steps Assessment Data and Evidence</p> <p>Assessment Data and Evidence</p> <p>Analysis of ACEL data in tracking tool showing improvement.</p>	<p>Set within Quality Assurance (QA)/Self Evaluation (SE) Calendar</p> <p>Self-Evaluation, PRD, Classroom Observations and pupil voice set within QA and SE Calendar</p> <p>ACEL/progress and achievement tracking and monitoring data.</p> <p>Ongoing review of progress embedded within PL/TLC outline and collegiate time</p>

Our Wellbeing and Belonging: Improvement priority: *What is going to be the focus of this priority?*
For all young people to be supported by people who know them and their needs well and to help them feel fully included and important to our school. We will support our staff to work with our children, especially in times of adversity.

Rationale – *why is it in the improvement plan? and what is the data/evidence that informs this priority?:*
(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)

Inclusion and belonging is at the heart of our school aims and it is essential for ensuring equal opportunities for all individuals. Within our context of more that 60% of pupils SIMD 1&2 we recognise and aim to reduce the impact of poverty and adversity on the daily lives and interactions of our staff and pupils.

NIF key drivers:	School & ELC leadership		Curriculum & assessment		School & ELC improvement		Select driver
HGIOS4 QIs:	1.2	2.4	3.1	3.2	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		Y Our attainment		
Outcomes for our learners <ul style="list-style-type: none"> <i>what do we want to improve/change?</i> <i>who is the target group?</i> <i>by how much?</i> <i>by when?</i> 	Our actions/Approaches/Interventions <ul style="list-style-type: none"> <i>what are we going to do?</i> <i>how are we going to do it?</i> 		PEF Tick row if it's PEF-related	Who Who will lead this work?	Measures <ul style="list-style-type: none"> <i>how will we measure this?</i> <i>what ongoing information will demonstrate progress?</i> <i>what does "better" look like?</i> <i>how will we recognise better when we see it?</i> 	Review/milestones <ul style="list-style-type: none"> <i>monthly?</i> <i>termly?</i> <i>on track to meet deadlines/targets?</i> 	
			✓				
To increase the % of time that targeted learners are not significantly dysregulated so that they can better engage with learning.	<ul style="list-style-type: none"> Continue to engage with the Relationships and Behaviour CLPL Framework progressing staff along the informed-skilled-enhanced continuum. Continued engagement with Inclusive Leaders Network to 				Regulation Tracker – reduced number of times of Dysregulation for targeted pupils Reduction in SHE reports for violence and aggression towards school staff.	Termly Termly	

	support Inclusion, Relationships and Behaviour.			<p>EAC Education Staged Intervention Model with an increase in the percentage of children supported at a universal level.</p> <table border="1" data-bbox="1339 363 1803 469"> <tr> <td data-bbox="1339 363 1514 411"></td> <td data-bbox="1514 363 1648 411">24-25</td> <td data-bbox="1648 363 1803 411">Projection 25-26</td> </tr> <tr> <td data-bbox="1339 411 1514 469">Supported at universal level</td> <td data-bbox="1514 411 1648 469">74%</td> <td data-bbox="1648 411 1803 469">76%</td> </tr> </table>		24-25	Projection 25-26	Supported at universal level	74%	76%	Termly – over the year
	24-25	Projection 25-26									
Supported at universal level	74%	76%									
All learners will experience inclusive learning environments.	<ul style="list-style-type: none"> • Continue to implement The Promise and provide the best learner experience for care experienced learners. • Continued engagement with Inclusive Leaders Network to support Inclusion, Relationships and Behaviour – Let’s Not Just See How it Goes and We Were Expecting You • Increase all staff’s understanding of autism, the lived experience of autistic learners in school and how best to meet those individual needs. • Practitioners will become aware of neuroaffirming practice and how to implement this within their class and across the school. 			<p>Monitor attainment and achievements of our care experienced learners to support our learners to remain on track.</p> <p>Continued use of EAC Contextual Assessment for all care experienced learners.</p> <p>An improvement in the quality of the learning environment using class environment checklist</p> <p>Evidence of increase in neuroaffirming approaches being implemented through Child’s Plans and TwtF discussions.</p> <p>Positive feedback from children and families of their experience in school.</p> <p>Increased attendance for pupils with ASN by 5%.</p> <p>Increased engagement of learners as evidence via GMWP</p>	<p>Tracking meetings across the year at least four times across the year.</p> <p>Completed three times across the year.</p> <p>Termly during classroom observations and learning walks.</p> <p>Across the year.</p> <p>End of year review.</p> <p>Review every 6 weeks</p>						

				<table border="1"> <thead> <tr> <th>Statement</th> <th>Current</th> <th>Projection</th> </tr> </thead> <tbody> <tr> <td>I like to be chosen to do things in school</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>I work hard in this school</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>I belong to this school/I feel important to this school</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>I am proud of the work I do in this school/my work is good</td> <td>87%</td> <td>89%</td> </tr> </tbody> </table>	Statement	Current	Projection	I like to be chosen to do things in school	82%	85%	I work hard in this school	85%	87%	I belong to this school/I feel important to this school	77%	80%	I am proud of the work I do in this school/my work is good	87%	89%	
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For the majority of our learners to experience teaching and learning about rights progressing to teaching and learning through rights – ethos and relationships	<ul style="list-style-type: none"> Continued to embed the UNCRC into learning. Evidence of children, young people and adults using the UNCRC to work for improved child wellbeing, school improvement, global justice and sustainable living. Evidence of actions and decisions affecting children being rooted in, reviewed and resolved through rights. Collaboration between children, young people and adults in developing and maintaining a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. 		Elio Bertoni to lead All staff to engage with	<p>Quality Assurance processes – Observations of classroom practice, Learner conversations and parent voice.</p> <p>Pupil Questionnaires</p> <p>Pupil Focus Groups – Most children talking with confidence about rights</p> <p>Bronze Action Plan</p> <p>Rights incorporated into displays, assemblies and updates to policies</p> <p>Gaining Bronze Award</p>	<p>September and May</p> <p>August onwards</p> <p>June 2026 if not sooner</p>															

	<ul style="list-style-type: none"> Evidence of children being empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. 																												
<p>Improve overall school attendance from 91% to 92%.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Attendance 24-25</th> <th>Attendance 25-26 Projection</th> </tr> </thead> <tbody> <tr> <td>25-26 (P1)</td> <td></td> <td>93%</td> </tr> <tr> <td>24-25 (P2)</td> <td>92.9%</td> <td>93%</td> </tr> <tr> <td>23-24 (P3)</td> <td>92.4%</td> <td>93%</td> </tr> <tr> <td>22-23 (P4)</td> <td>90.6%</td> <td>91%</td> </tr> <tr> <td>21-22 (P5)</td> <td>92.6%</td> <td>93%</td> </tr> <tr> <td>20-21 (P6)</td> <td>90.8%</td> <td>92%</td> </tr> <tr> <td>19-20 (P7)</td> <td>89.0</td> <td>90%</td> </tr> </tbody> </table>	Cohort	Attendance 24-25	Attendance 25-26 Projection	25-26 (P1)		93%	24-25 (P2)	92.9%	93%	23-24 (P3)	92.4%	93%	22-23 (P4)	90.6%	91%	21-22 (P5)	92.6%	93%	20-21 (P6)	90.8%	92%	19-20 (P7)	89.0	90%	<ul style="list-style-type: none"> Strengthen and embed Pupil Attendance Policy and continue to embed our use of PAR analysis. Continue to track and analyse attendance and latecoming data to identify patterns and trends and consider appropriate support. Create infographics for parents linked to pupil attendance and add to letters and display on school website and around school, incorporate information about Pupil Attendance in monthly newsletters. Continue to provide Breakfast Club to support pupils impacted by poverty Expand flexible learning to ensure equitable access for all learners. Strengthen collaboration with partner agencies to support families and remove barriers to attendance. 	✓	SLT, clerical and PSAs	<p>Track and analyse data every six weeks using EA attendance tracker.</p> <p>Audit consistency on procedure.</p> <p>Reduction in overall lates and increase in targeted individual and overall school attendance.</p> <p>Overall school attendance increasing by 1% from 91% to 92%.</p> <p>Increase attendance for pupils in SIMD 1 and 2, care experienced children and those with low attendance or high level of latecoming.</p> <p>Maintain records of My Plans and evaluate impact</p>	<p>Every 6 weeks</p> <p>Ongoing</p> <p>Every 6 weeks</p> <p>Ongoing</p> <p>Every 6 weeks</p>
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Our Attainment, Destinations and Achievements: Improvement priority: *What is going to be the focus of this priority?*
To improve the learning experiences for all pupils in order to raise attainment further and provide positive destinations for our learners.

Rationale – why is it in the improvement plan? and what is the data/evidence that informs this priority?:
(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)
 Feedback from our authority learning visit highlighted the continued need to improve teaching and learning. This has developed across the year. Lesson observation and staff HGIOS evaluations have shown that this is still an area for focus. Analysis of whole school data from 2024-2025 also supports this.

NIF key drivers:	Performance information	Curriculum & assessment	Parent/carer involvement & engagement	Select driver
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HGIOS4 QIs:	1.1	1.2	1.3	2.2	2.3	3.2
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QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
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ESIP key priorities:	N Our Leadership	N Teaching & Learning	N Our Wellbeing
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Outcomes for our learners <ul style="list-style-type: none"> <i>what do we want to improve/change?</i> <i>who is the target group?</i> <i>by how much?</i> <i>by when?</i> 	Our actions/Approaches/Interventions <ul style="list-style-type: none"> <i>what are we going to do?</i> <i>how are we going to do it?</i> 	PEF Tick row if it's PEF-related	Who Who will lead this work?	Measures <ul style="list-style-type: none"> <i>how will we measure this?</i> <i>what ongoing information will demonstrate progress?</i> <i>what does "better" look like?</i> <i>how will we recognise better when we see it?</i> 	Review/milestones <ul style="list-style-type: none"> <i>monthly?</i> <i>termly?</i> <i>on track to meet deadlines/targets?</i>
All children to experience quality learning and teaching. Whole school attainment in June 2026 will have improved by:	<ul style="list-style-type: none"> HT and DHT to take part in Learning Visits Continue to embed and develop further Quality Assurance and Self Evaluation Continue to develop use of Excellent Lesson – Mount Carmel Gold Standard Link with others to develop use of GMWP data at individual, class and school level CLPL on Assessment including increased use of GL Assessment 	✓	SLT, all teaching staff	Quality Assurance processes – Observations of classroom practice tracking conversations and collegiate self-evaluation, Learner conversations and parent voice. AiFL approaches demonstrate on-going assessment and provide feedback to learners.	Set within Quality Assurance (QA) Self-Evaluation, PRD, Classroom Observations and pupil voice set within QA and SE Calendar ACEL/progress and achievement tracking and monitoring data.

	Primary 1% achieving at National Level or above		<p>reports link with other schools across the authority</p> <ul style="list-style-type: none"> Continue to implement robust tracking and monitoring making further use of cohort tracking using our own attainment spreadsheet Tracking and monitoring discussions with SLT Make further use of cohort tracking to continue to close the poverty related attainment gap in literacy and numeracy across all stages Staff encouraged to analyse data for assessment against projections Continue to embed P1 pedagogy to support raising attainment across literacy and numeracy Focussed support in Primary 4 to support raising attainment Consistent approaches to assessment – outlines in assessment calendar Monitoring of learners work with other staff to ensure consistency of expectation 			Pupils' ability to talk about their progress / next steps Assessment Data and Evidence.		
	2024-2025	2025-2026					Increased use of assessment information. Assessment overview folders in use in each class, referred to at tracking and monitoring meetings and targeted support measures put in place.	
R	100	95					Analysis of ACEL data.	
W	89	90					All staff demonstrating improved understanding of pupil progress through effective assessment and tracking.	
LT	100	95					All staff following assessment calendar.	
N	89	95						
	Primary 4 % achieving at National Level or above							
	2024-2025	2025-2026						
R	86	70						
W	86	70						
LT	93	70						
N	82	70						
	Primary 7 % achieving at National Level or above							
	2024-2025	2025-2026						
R	56	61						

W	52	67					
LT	80	67					
N	60	60					
Learners wider achievements recognition will be developed and they will have an awareness of pathways that are open to them.			<ul style="list-style-type: none"> • Develop a format for recording of wider achievements • Embed the use of wider achievement success encouraging school staff to add items to this • Positive Destination whole school event 			GMWP analysis	Twice across the year

2024-25 end of session						2025-26 targets						2025-26 actual					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	100	89	100	89	89	P1	90	90	90	90	09	P1					
P2	68	68	82	68	68	P2	90	89	90	89	89	P2					
P3	39	54	86	39	57	P3	68	68	82	68	68	P3					
P4	86	86	93	86	82	P4	45	60	86	45	60	P4					
P5	75	79	79	75	79	P5	86	86	93	86	82	P5					
P6	61	67	67	61	50	P6	75	79	79	75	79	P6					
P7	56	52	80	52	60	P7	65	70	70	65	55	P7					

Reading	P1	P2	P3	P4	P5	P6	P7	Writing	P1	P2	P3	P4	P5	P6	P7	L&T	P1	P2	P3	P4	P5	P6	P7	Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	100							P1	89							P1	100							P1	89						
P2	82	68						P2	68	68						P2	91	82						P2	77	68					
P3	72	63	39					P3	68	62	54					P3	88	77	86					P3	64	65	57				
P4	85	89	89	86				P4	85	82	89	86				P4	85	89	93	93				P4	89	82	86	82			
P5	62	-	76	77	75			P5	58	-	76	81	79			P5	62	-	84	85	79			P5	62	-	80	85	79		
P6	-	-	-	68	67	61		P6	-	-	-	68	67	67		P6	-	-	-	74	72	67		P6	-	-	-	63	61	50	
P7	60	-	-	58	58	56		P7	56	-	-	54	54	54	52	P7	64	-	-	83	75	75	80	P7	76	-	-	50	42	42	60

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • We will increase opportunities for pupils to share their voice and further develop their leadership across the school. • We will increase our use of digital technology to enhance learning and teaching at focussed stages. 	<ul style="list-style-type: none"> • We will continue to develop our Curriculum Rationale • We will develop reading pedagogy to improve reading attainment. • We will develop writing pedagogy to improve writing attainment at focussed stages. • We will improve engagement and confidence of children within numeracy and mathematics.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • We will continue to support learners to better engage with learning through our whole school nurture approach. • We will increase attendance rates. • We will continue to support UNCRC through our work on Rights Respecting Schools. 	<ul style="list-style-type: none"> • We will continue to increase our tracking of wider achievements and access activities out of school. • We will provide a curriculum that allows us to improve or maintain attainment predictions.