



Establishment Context



Summary

Mount Carmel Primary is a denominational school situated in the Onthank area of Kilmarnock in East Ayrshire. We have a mixed catchment area with children living in council properties as well as private property.

The school is part of the St Joseph's Education Group comprising of St Joseph's Academy, St Andrew's Primary and ECC, St Sophia's Primary, St Patrick's Primary and St Xavier's Primary. We have strong links with Our Lady of Mount Carmel Parish, local Early Childhood Centres as well as external agencies.

The school has a wide demographic with families across a range of SIMD bands. The percentage of pupils in SIMD 1 and 2 is 54%, this is higher than the sector average of 33.5%.

At Mount Carmel Primary we pride ourselves on creating a family orientated, welcoming environment based on the Gospel Values. We aim to work in collaboration with our families and strive to build and maintain these positive relationships.

We currently have 7 classrooms, a large open plan learning area in the lower school, library, art/music room as well as three dedicated learning spaces. In addition, we have a main hall (used for PE and dining), a small hall, meeting room, clerical and janitor room. Our building is also used by EAC staff with an office room as well as a meeting room.

Over this session 20.9% of our pupils have an additional support needs. We have supported our learners through a variety of methods including literacy/Numeracy interventions, EAST support, raising attainment teacher support (Literacy/Numeracy), EAL support, regulation support as well as checkins with our Health and Wellbeing/Nurture lead. We have also supported our learners via our partner agencies including CAMHS, SALT, Hearing Impairment Team, Occupational Therapist, social work, Children's

First and Exchange counselling services. We strive to provide our children with the right support at the right time.

We have had no exclusions over this session. Overall, our attendance for the year has been maintained since last session. We have continued to focus on this across the year linking with our families if attendance is below 95%. We will continue to focus on working with our families to improve attendance in the upcoming session.

We have continued to complete rigorous quality assurance and took part in a learning visit in November 2025. This highlighted the positive steps that we have continued to make towards improvements.

Our pupil numbers have fluctuated across the year, however, at the end of June 2026 our numbers were:
Stage Profile 2025 2026

	P1	P2	P3	P4	P5	P6	P7	School
Boys	6	13	11	12	8	9	12	71
Girls	13	9	13	13	22	17	9	96
TOTAL	19	22	24	25	30	26	21	167

2025-2026

Our school improvement priorities have focussed on:

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
- 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.	- 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
- 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.	- 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.

Moving Forward

We will continue to take a more measured approach to school improvement and focus on consistency as well as embedding approaches.

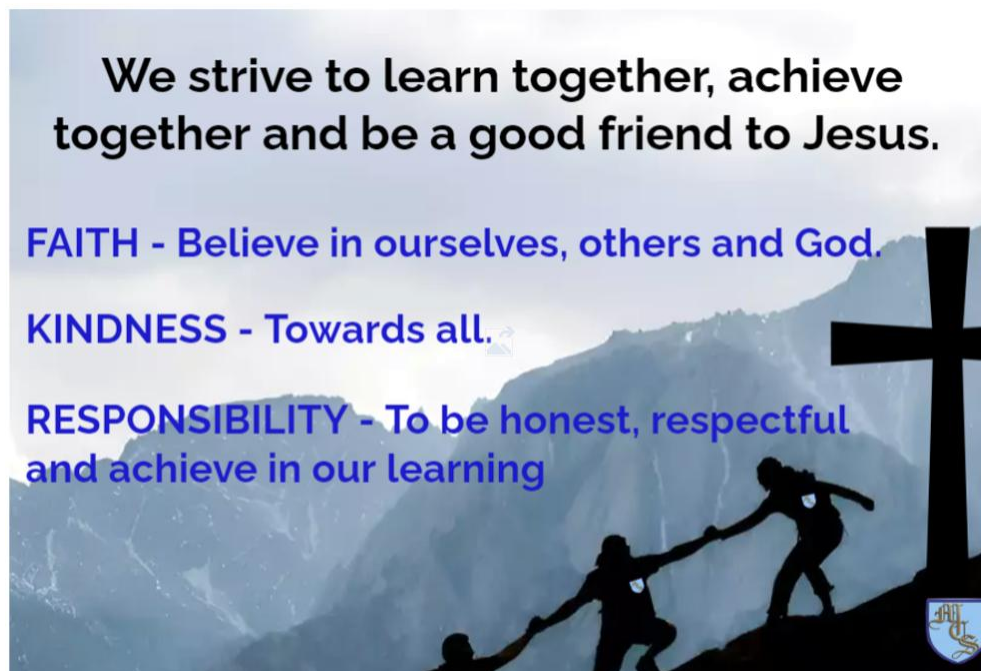
Our Priorities for 2026-2027 are:

Our Leadership	Teaching and Learning Together
• Increase opportunities for pupils and staff actively contributing to the life of the school. • Empower pupils and all staff to have a meaningful voice in the learning and take greater ownerships of decisions linked to education. • Learners and staff will support development of a curriculum which is relevant and reflects the needs of our learners.	• Almost all learners in P5-7 to use digital technology to enhance learning and teaching daily. • The majority of learners in P1 - 4 to experience greater use of digital technology to support learning. • Improve reading pedagogy across the school providing a more consistent learning experience • Learners to experience consistent handwriting pedagogy across the school.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
• All learners to experience inclusive learning environments. • We will continue to support UNCRC through our work on Rights Respecting Schools. • We will increase school attendance for our pupils	• Improve writing attainment in targeted stages • Improve children's attainment in Listening and Talking • Improve children's attainment in Numeracy at targeted stages • Learner's wider achievements recognition will be developed and they will have an awareness of pathways that are open to them

Establishment Vision, Values and Aims

During this session we have worked together to consider Curriculum Design. From this we have updated our Curriculum Rationale. Our priority is to provide children with a curriculum that will help them to continue to learn in the future.

During 2023-2024 session we focussed on refreshing our Vision, Values and Aims - considering the role we play in preparing our children for the future. Working alongside our partners we considered how we make this transition whilst providing a clear focus on our faith.



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.



Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority - Provide opportunity for leadership at all levels and increase the use of digital resources to support learning and teaching Pupil voice - all learners in P2-7 to be involved in leadership of learning across the school. Almost all learners in P4-7 to have daily access to digital technology to enhance learning and teaching	Education Service Improvement Plan 1: Our Leadership 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.
Our Leadership		
Progress and Impact	Pupil voice - all learners in P2-7 to be involved in leadership of learning across the school. Staff Leadership We have continued to recognise our staff skillset with PRDs for teaching staff taking place at the start of the new term and FACE reviews for our Classroom Assistants being completed in September/October. From this, CLPL needs have been identified for all staff and appropriate CLPL has been completed across the year to support the needs of our school further. Mid term reviews also took place to recognise progress being made and potential next steps. All of our teaching staff have remits with most of our teaching staff taking on enhanced leadership roles which have been identified as part of their PRD. Information about their area for development is frequently shared with all staff at meetings, inservice days as well as email updates. We have increased opportunities for staff voice by incorporating feedback forms for almost all of our collegiate sessions. These are reviewed by staff providing the sessions as well as SLT and staff views are considered in the next steps. Due to staffing changes in January 2025 we have had an Acting DHT, she has continued to take on a wide range of leadership items for our school. This year we introduced Aspiring Principal Teacher roles with two of our permanent class teachers taking on this. They have taken on	

further additional curriculum development responsibility and have also had the opportunity to increase their awareness of operational and strategic elements of SLT.

This year we have developed staff awareness of skills based teaching and learning. Our Aspiring principal teacher staff focussed on this by leading sessions for literacy and numeracy.

Pupil Leadership

This year we continued to develop our Community Groups. These are:

- Pupil Council
- Eco Committee
- Health and Wellbeing/Nurture Group
- Digital Champions
- Dyslexia Friendly Committee
- Rights Respecting Schools Group
- Positive Destinations Group
- Friends of Jesus Group
- Mount Carmel in the Community

Staff were initially consulted taking into account their skillset and leadership roles and chose one of these groups. At an assembly information about all of the groups was shared with the children and all children in Primary 2-7 chose their top three groups to be part of. From this they were allocated one of their choices.

From our previous evaluation we have increased the number of sessions from 7 to 12, this allowed for 3 per term which provided greater opportunity for collaboration and helped us to gain our bronze Rights Respecting School Award, Highly Commended Clean Green Bronze Award and uphold our Missio 5 star status. Groups collaboratively created an action plan which provided a clear focus and area for exploration.

Pupil Council

This year our Pupil Council have continued to use How Good is OUR School to support discussions about school improvement. These focussed on the themes 'Relationships' and 'Our Successes and Achievements'.

Part of our Community Time also looks at our school suggestion boxes. Pupils, staff and visitors are encouraged to use our suggestion boxes and provide their views on things our school is doing well and school improvements. We discuss these at each meeting and then consider what items we can take forward.

Some of the items we have improved this year included:

- Development of our school garden
- Introduction of Friendship Bench in each playground (letters written to Parent Council)
- Information provided to catering about the removal of a favourite dinner (Bring Back Katsu Curry!)
- Improvement of our school playground (use of football nets and introduction of other equipment).

As a group we also looked at our curriculum and thought about how this could be developed to help us learn in the future. We worked with parents and staff to create a new Curriculum Rationale which will then be used for our next school year.

Eco Committee

Mount Carmel's Eco Committee has successfully attained and maintained our 'Bronze Highly Commended' Award status over the last two years and is well underway towards our goal of 'Silver Award' status this year after a busy year full of focussed activities. Our devoted Eco Committee, which is pupil led, meets monthly at community time and performs daily and weekly duties to support our school and LEA's (EAC) commitment to be more sustainable and environmentally conscious in preserving our planet and local community. We have created a school action plan together; including our targets, events to achieve these and our next steps. This has led to many amazing experiences for pupils in our school. Learning about current climate issues, our pupils know that we can shape our future at any age and share these ideals with others in fun and interesting ways. From starting with a small Eco group of 18, to employing a whole school approach and lastly encompassing our wider, local community in helping us embed this mindset, we have achieved success in our goal. Using all of our unique talents and skills, we have created posters, made podcasts and vlogs, shared information at assemblies, used enterprise skills to create and execute successful competitions and raffles and also use practical skills for sharing outdoor learning games or ideas for activities. As a school, we have developed in confidence thus leading us to hold larger events e.g. Zero Power Days, guest speaker presentations and planning/timetabling events over weeks to overseeing larger scale fun activities to realise our targets across various Eco themed areas. We have been able to foster new links within our local and wider community in helping us to learn and achieve our aims. Working with parents, local employers, neighbouring schools/ ECCs, ministry from our local churches and care homes. The Eco committee has impacted changes not only for us as a whole school moving forward with this together, but also in our homes with our parents, carers and wider family as well as in our community.

Health and Wellbeing/Nurture Group

The HWB and Nurture Community Group has made significant progress this session in developing their understanding of neurodiversity and promoting a more inclusive, neuro-affirming school environment. Through research, discussion and a range of engaging learning experiences, the group explored a variety of neurodiverse conditions including autism, ADHD, dyslexia, and DCD. Pupils deepened their understanding through videos, collaborative discussion and, most recently, by participating in an immersive sensory experience designed to provide insight into challenges associated with sensory overload and dysregulation.

The group found this experience highly valuable and reflected that it greatly enhanced their empathy and understanding of lived experiences of neurodivergent individuals. As a result, they identified practical ways to support learners across the school and agreed that “calm boxes” should be introduced in every classroom. These boxes contain supportive resources such as fidgets, colouring activities and books to help children regulate their emotions and wellbeing. The group successfully engaged with the Parent Council, who kindly agreed to support the initiative by providing items and the calm boxes.

Inspired by the impact of the immersive experience, the group also planned a Neuro afternoon to share their learning with the wider school community to encourage greater awareness and understanding of neurodiversity. Our group, alongside the wider school community continues its journey towards becoming a fully neuro-affirming school where differences are understood, valued and celebrated, recognising that every brain works differently.



Digital Champions

The Digital Leaders group has made steady progress this session, despite a few practical challenges which impacted progression. Delays in receiving the new Chromebooks and ongoing connectivity issues with iPads initially limited opportunities for consistent digital engagement. The use of multiple device types also created additional complexity, particularly for lower school pupils who do not yet have Chromebook logins, which at times made accessing platforms more difficult. P7 and some P6 pupils demonstrated leadership and responsibility by supporting younger learners with login processes when required.

As the session progressed, improvements were made to help address these challenges. iPads are now consistently connecting to the internet and have been colour coded for upper and lower school use, which has supported organisation and accessibility. In addition, all classes now have access to mice and headphones, ensuring that pupils are better equipped to engage with digital learning activities.

This year provided a valuable opportunity to develop my understanding of how best to organise and deliver digital learning experiences across the school. Through observations, discussion and the completion of pupil and staff surveys, the group has developed a clearer understanding of

current strengths and areas for development in digital literacy. The group has therefore contributed to building a more informed and consistent approach to the use of digital technology across the school.

Dyslexia Friendly Committee

This year, our Dyslexia friendly group has played a key role in promoting dyslexia and neurodiversity across the school. We have explored what it means to be dyslexic, linking to articles 2, 28 and 29 of our UNCRC charter. We have worked as a team to develop our own confidence and knowledge around discussing topics like dyslexia, as well as promoting understanding within our school community.

We worked in collaboration with the Friends of Jesus group to organise SCIAF events and some of these had a dyslexia focus, such as 'No Pen' Friday. We are also responsible for the DFS resource boxes available in each class. These boxes are widely used throughout the school and provide pupils with the tools and supports that they need to succeed in class, whether they have a dyslexia identification or not. We are proud to have made such an impact to our school community by raising awareness and promoting diversity for all.

Rights Respecting Schools Group

In our second year of implementing RRS, we have further developed our knowledge of articles and shared this with the whole school and encouraged everyone to enjoy access to their rights. We have met regularly to discuss our rights and it has helped in achieving our Bronze Award.

Our first task this year was to familiarise ourselves with the ABCDE of rights and share this with the school during an assembly. We also made sure each class had their own class charter. We then had a conversation about what things we want to achieve this year. One of those things was to begin to have Fun 31 once per term.

Our group made posters and asked other pupils what kind of things they would like to do during this celebration, ensuring they felt listened to and their views were taken seriously. After months of planning and informing the school and wider community, we held our first Fun 31 celebration day which everyone enjoyed and we will continue to observe in recognition of our right to play, relax and culture.

We also had participated in working with other community groups to explore our rights. The Eco Group worked with us in raising awareness of World Toilet Day exploring article 24. During International Day of Peace, we collaborated with Friends of Jesus group when discussing these issues through articles 19, 38 and 39 and talked about Jesus as a peacemaker and how we should follow His example.

Another highlight of this year was our Wear It Blue day on 20th November, in honour our children's rights being ratified in 1990. We made birthday cards and explored some of the rights we are entitled to.

Throughout the year, we have participated in celebrating many different articles through our Article of the Month activities. These include World Children's Day, Internet Safety Day, World Book Day, Mental Health Awareness and World Refugee Day. We have been working hard on our RRS principles and collecting evidence of our journey so we are ready for our assessment of our Silver award in the next year.

Positive Destinations Group

The Positive Destinations Group has worked to promote the development of skills for the workplace across the school. We considered our own knowledge of what "Positive Destinations" means before investigating our own skills and qualities. We looked at resources to help us understand the World of Work and then took this information back to share with our classes. This included games, videos and websites. As a group we researched what skills and qualities we need to achieve our dream job and started to look at pathways into this.

Most of our time has been spent preparing for our World of Work morning. Through this we have developed letter writing skills and considered different forms of communication. Pupils have also been involved with planning and organisation of the event. Pupils hope to continue to bring awareness to the range of opportunities available once you leave school.

Friends of Jesus Group

The Friends of Jesus Group created an aim, "to share our faith in school and to be good friends of Jesus".

The children were involved in our action plan sharing their ideas and vision for the group. The children recognised the saints as good friends of Jesus, therefore a good role model for us. With this in mind, the group regularly updated our 'Saint of the Month' sharing information with the rest of the school at assembly and in video clips.

The group are aiming to achieve their Missio Bronze flag, and were commissioned as school 'Missio Champions' during a beautiful Mass. The children invited Gerard Gough from Missio into school and they encouraged the whole school to participate in the Missio Christmas Art competition - we were delighted to have a winner!

During Catholic Education week, we sent out short prayers services to each class, which our group members lead - really helping the whole school to focus on our ethos as a catholic school.

During Lent the group planned and organised a range of fundraising events for SCIAF, and they were delighted to raise a fabulous amount for this important charity.

In the summer term, the group have planned a dress down colour day in order to raise awareness of the work of Missio and from this were awarded the Bronze School Award.

Through their wonderful prayer services, posters, videos and organised events, the Friends of Jesus Community Group have embraced, celebrated and shared our school value of faith.

Mount Carmel in the Community

This session, the Mount Carmel in the community group have taken part in a variety of experiences. On our action plan we decided to take responsibility for the Reverse advent calendar this year: we created posters to advertise this, wrote a post to advertise it on the school blog and made up boxes for each class. (Article 27) Our group also prepared a story to read to the children at Onthank nursery. We visited Crossgate care home to sing songs and share stories with the residents and also did some litter picking on the school grounds. (Article 29)

The impact of these experiences has been increased confidence in the pupils as they communicate with others in the community and an increased sense of responsibility. The pupils learned of the importance of caring for the environment and wider community. There were also opportunities to develop reading and writing skills and digital literacy.

Pupil Voice

To develop pupil voice opportunities further we have utilised a number of questionnaires including GMWP, a newly developed pupil survey and are also implementing RRS focussed questions. We have also used pupil surveys to ascertain pupil views on our school assembly format.

Our aim was to increase by 5% the following areas:

Statement	May 2025	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%

We found that it was more useful to record progress using this format:

	I like being chosen to do things in school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	18%	70%
May 26	7%	15%	78%

	I belong to this school/I feel important to this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	17%	71%
May 26	9%	20%	71%

These results show that more children are enjoying being chosen to complete activities and that around 7/10 children feel that they are important to this school. This is something that we can continue to consider when planning for our Community Groups going forward.

This year we introduced individualised target setting to further increase pupil voice. These took place in October and March. Through discussion with their teacher they created individual targets for literacy, numeracy and health and wellbeing.

Pupil Focus Groups have provided a deeper understanding of pupil views in relation to their school experience. We have provided a further opportunity to hear the views of more of our children by incorporating the HMIE pupil survey in November and May. We have used the results to help us improve pupil experience.

We have also made use of Learning Journals have been used in all classes with posts uploaded generally by the class teacher. However, in order to increase pupil voice children in Primary 6 and 7 have been given the opportunity to choose their own work to upload and share with their parent/carer. This has given children the opportunity to explain and self assess their learning.

Almost all learners in P4-7 to have daily access to digital technology to enhance learning and teaching

In order to make progress with this area we purchased a class set of chromebooks, a new hub to effectively to store these items and 21 new ipads. This has allowed for P5-7 to have greater access to digital resources and all classes now have at least 3 ipads. We have systems in place for staff to report issues with technology and have strong links with the EAC IT faults department to ensure timely repair of any damage to devices.

All staff have completed a LearnPro module on Cyber security and they are made aware of any new threats brought to the attention of the authority. Pupils in P2-7 took part in 3 whole school assemblies linked to internet safety as well as items completed in their individual classes. Our Rights Respecting Group delivered a P2-7 assembly focused on internet safety and how the children can keep themselves safe online.

Staff digital skills self evaluation (February 2026) indicates high confidence in core operational skills, including using devices, accessing Glow and navigating online platforms. The survey also highlights areas for further development, particularly in the use of

collaborative tools, digital assessment approaches and the creation of accessible, engaging digital resources. This has informed targeted professional learning priorities to support greater consistency and impact in digital learning and teaching across the school.

During session 2025–26, the school strengthened its focus on developing pupils’ digital literacy to support confident, responsible and creative use of technology.

Pupil survey evidence :

Primary 5-7

Statement	2025-2026	How often do you use digital tools in school?				
Do you know what Digital Literacy means?	35%		Every day	A few times a week	Once a week	Hardly ever
I can use an iPad/laptop confidently.	96%	2025-2026	20%	69%	11%	0%
I can create documents, presentations or media using digital tools.	85%	Projection 2026 2027	40%	50%	10%	0%
I can use digital tools to work with others.	93%					
I can solve problems using technology (coding, digital tasks, media).	87%					

Primary 1-4

I can use an iPad or computer on my own.						I can open apps and find what I need					
	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
2025-2026	9%	5%	13%	23%	50%	2025-2026	7%	6%	20%	15%	52%
I can type my name or simple words.						I can use digital tools to help my learning.					
	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
2025-2026	2%	2%	2%	13%	81%	2025-2026	0%	7%	20%	17%	54%

This shows high levels of confidence in basic device use and online safety across P1–P7, alongside regular use of digital tools to support learning, particularly in literacy and numeracy. Analysis also highlighted areas for improvement, including pupils’ understanding of digital literacy, awareness of digital footprint, and opportunities for digital creation and coding, particularly at upper stages.

During next session we will use this as baseline and aim to make improvements across all areas.

All class teachers have made use of Learning Journals in order to share learning with parents/carers. Children in upper stages have had the opportunity to pick their own learning to upload and share. Learning Journals information was provided to parents/carers during 'Meet the Teacher' sessions as well as blog updates and information sheet included in homework bags. During terms 1,2 and 3 most classes posted at least 5 different pieces of learning with parental engagement in most classes increasing throughout the year. Parental engagement has increased to 70% over the year.

Our GMWP results show this in relation to pupil views for engagement in learning. This is an area that we can continue to discuss with pupils as we move on.

	I work hard in this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	3%	17%	80%
May 26	6%	12%	82%

Digital technology will move to a teaching and learning priority for next session.

Next Steps

Increase opportunities for pupils and staff actively contributing to the life of the school.

Empower pupils and all staff to have a meaningful voice in the learning and take greater ownerships of decisions linked to education.

Curriculum Improvement Cycle - Learners and staff will support development of a curriculum which is relevant and reflects the needs of our learners.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> - Continue to enhance our learning, teaching and assessment approaches in order to provide a curriculum that reflects the needs of our learners. Learners will support development of a curriculum which is relevant and reflects the needs to of our learners. <table><tr><td colspan="3">Improve reading attainment</td><td colspan="3">Improve writing attainment</td></tr><tr><td>Class</td><td>24-25 On track</td><td>25-26 Projection on track</td><td>Class</td><td>24-25 On track</td><td>25-26 Projection on track</td></tr><tr><td>P4</td><td>39%</td><td>49%</td><td>P4</td><td>54%</td><td>64%</td></tr></table> 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 (Qualitative) Improve engagement and confidence of children within numeracy and mathematics experiences	Improve reading attainment			Improve writing attainment			Class	24-25 On track	25-26 Projection on track	Class	24-25 On track	25-26 Projection on track	P4	39%	49%	P4	54%	64%	Education Service Improvement Plan Priority 2: Teaching and Learning Together 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.
Improve reading attainment			Improve writing attainment																	
Class	24-25 On track	25-26 Projection on track	Class	24-25 On track	25-26 Projection on track															
P4	39%	49%	P4	54%	64%															
Teaching and Learning Together																				
Progress and Impact	<i>Learners will support development of a curriculum which is relevant and reflects the needs to of our learners.</i> All teaching staff have been involved in a number of CLPL sessions linked to Curriculum Design. During these sessions we have discussed how the curriculum needs to adapt to the future needs of our learners. In May our inservice day had a focus on the Curriculum Improvement Cycle and how we can take this forward into the future. All parents have been invited to provide their thoughts on Curriculum Design, we received responses from few parents (13% of parent/carers) detailing their views on the following questions: - What are the three most important things you would like your children learn through their education at Mount Carmel? - Reflecting on your own primary experience, if you could- give your ten-year-old self one piece of advice, what would this be? - What transferable skills and attributes for learning, life and work would you like your child to have developed by the time they leave Mount Carmel? A group was created including parents/carers, staff, community members and pupils to review the responses from all of our partners. From this we created our new Curriculum Rationale. This was then shared with our whole school community.																			

Our aim was to increase learner engagement:

Statement	May 2025	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%

We found it more helpful to record progress this way:

	I like being chosen to do things in school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	18%	70%
May 26	7%	15%	78%

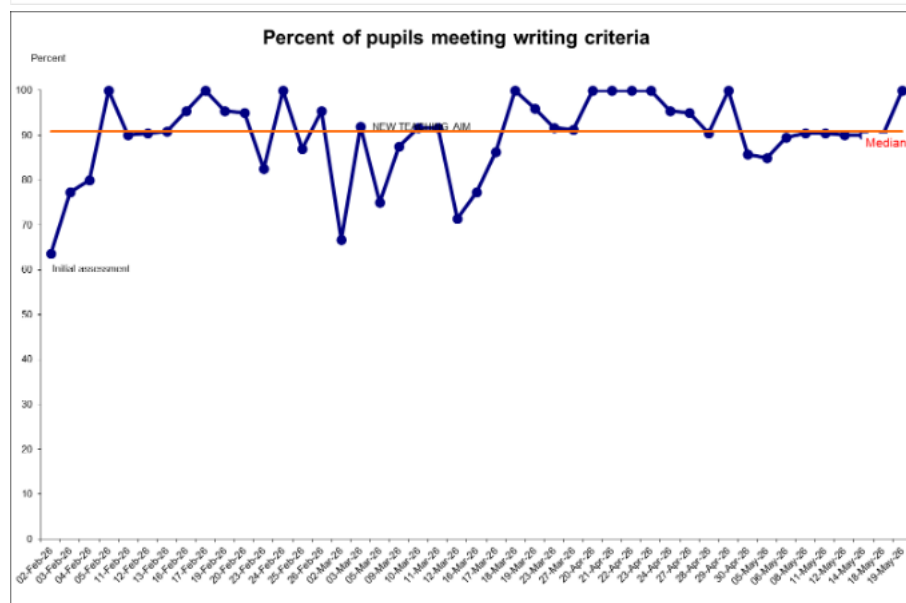
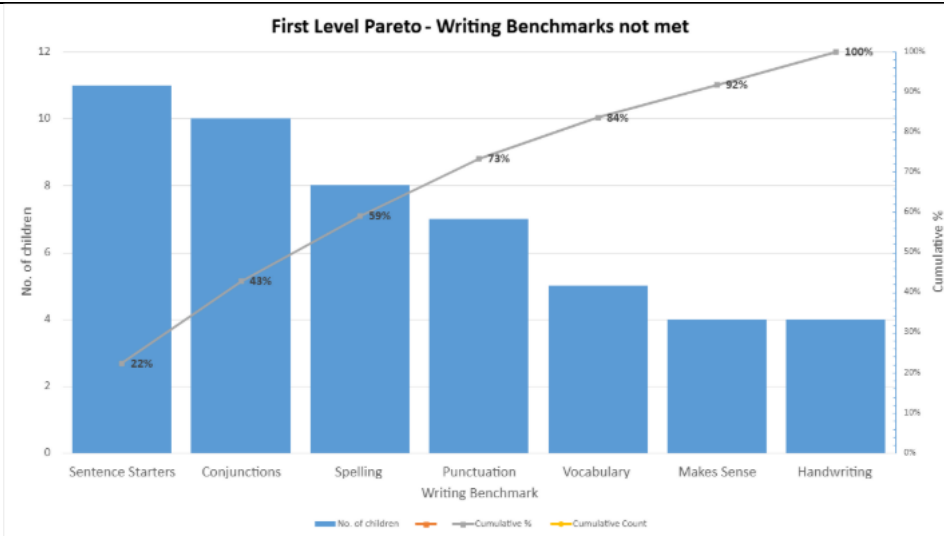
	I work hard in this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	3%	17%	80%
May 26	6%	12%	82%

	I belong to this school/I feel important to this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	17%	71%
May 26	9%	20%	71%

	I am proud of the work I do in this school/my work is good		
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		Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
	May 25	10%	15%	75%
	May 26	5%	22%	73%
Across these areas we are seeing an increase in the percentage of children scoring 5 or above since May 2025. Our Pupil Focus Group discussions also reflect that the children feel valued and are part of the school community. Curriculum Design sessions as well as Curriculum Improvement Sessions have been provided across the school year. During this staff have considered how this will impact on our school going forward. All staff were involved in the creation of our Curriculum Rationale and this was shared with parents/carers.				
Improve reading attainment During April 2025 a staff survey was completed to gauge staff confidence in the teaching of reading and level of training. This highlighted where good practice was taking place and areas for development for our staff. Initial discussions focussed on the use of class novels. An establishment that was highlighted by Gail Elder (SAC Lead Literacy) as having very good practice was Mauchline Primary. Susan Cross DHT supported our initial development. Class novels has previously been used in Term 1, however, from this year, Bug Club would be used for term 1 in order for the new teacher to have a better understanding of the levels and ability of the learners in their class. A working group was created in September 2025 with a focussed action plan created with the target of improving consistency in the teaching of reading across the school and increase reading attainment, working group to then create a formal policy for future years. Group met every 6 weeks and delivered CLPL sessions for all teaching staff and shared with CAs during in-service day. Further items developed include: • Introduction of Dandelion readers for early level • Refresh of ASN readers available for all levels • Information shared on SAC DEER • Reading moderation completed using EAC reading assessment tools • Incorporation of Drop Everything And Read DEAR Time • Creation of school reading overview planner for shared texts Although this has been a whole school development our focus class for this was Primary 4. We measured progress with this in the following ways. GL Assessment – NGRT				

	Class	% of children scoring 90 or more May 2025	% of children scoring 90 or more November 2025	% of children scoring 90 or more May 2026
	Primary 4	44	54	65
	GL Assessment - PTE			
	Class	% of children scoring 90 or more November 2025	% of children scoring 90 or more May 2026	
	Primary 4	45	62.5	
	East Ayrshire Tracking System			
		% of children achieving June 2025	% of children achieving May 2026	
	Primary 4	38	71	
	Improve writing attainment P4 participated in the National Improving Writing Programme. This 12-week quality improvement programme aims to reduce variation and increase outcomes in writing for all learners. The programme highlights the importance of data monitoring to ensure teaching is responsive to class needs. A pareto chart was completed for the class and this was used to plan and create a stretch aim and teaching aims relating to the writing benchmarks. Writing work is assessed daily and a run chart created from the assessment. The run chart shows the percentage of children meeting the writing criteria.			



	Class	24-25 On track	25-26 Projection on track	25-26 June On Track																										
	P4	54%	64%	67%																										
	Improve children’s attainment in numeracy																													
	Numeracy Pedagogy The CVA (concrete, visual, abstract) approach is now well embedded across the school and is helping to support pupils’ engagement and confidence in maths. There has been a noticeable shift in the upper classes, where resources such as Numicon are now used more routinely as part of learning rather than as an add-on. This is helping pupils to better understand concepts and feel more confident when tackling new learning. Staff are using this approach to support and challenge pupils at an appropriate level. As a result, many learners are more willing to take part in lessons, share their thinking and have a go at more challenging tasks. A subscription of White Rose Maths was purchased at the start of session 25/26. This has supported planning and provided a useful structure for lessons. Staff are using it in a flexible way alongside the CVA approach, rather than as a replacement for existing resources. This has helped bring more consistency across classes while still allowing teachers to draw on a range of approaches to meet the needs of their pupils. Overall, this has supported more active and engaging learning. Following Numicon training, the Numeracy Lead has shared ideas and practical approaches with staff. This has helped build staff confidence in using concrete materials effectively. As a result, resources are being used more purposefully, and there is greater consistency across classes in how pupils experience maths.																													
	Working Walls Working walls have become more purposeful over the year, moving from teacher-led to increasingly pupil-owned. In Term 1, staff modelled learning intentions and success criteria, with pupils beginning to add key vocabulary. By Term 2, walls started to reflect pupils’ thinking, with shared methods and strategies. In Term 3, pupils added their own questions and problem-solving ideas, and by Term 4 they were contributing reflections, tips and success criteria. This shift has helped improve engagement, as pupils see their own work valued and displayed, including worked examples they can refer to during lessons. It has supported confidence by giving them a clearer understanding of what success looks like and how to improve, while also encouraging more discussion and sharing of different strategies.																													
	Maths Week Scotland Maths Week Scotland was planned and celebrated effectively across the school and provided valuable opportunities to support engagement and confidence in numeracy and mathematics. Through active, outdoor and collaborative experiences, many pupils showed increased enthusiasm and were willing to participate in a range of activities. Opportunities such as P7 Maths Buddies, cross-stage challenges and the numeracy and writing competition allowed learners to apply their skills in different contexts and work with others.																													
	<table><tr><td>Numeracy</td><td>% of children achieving June 2025</td><td>% Projection June 2026</td><td>Actual % of children achieving June 2026</td><td>% Change from June 2025</td></tr><tr><td>25-26 (P1)</td><td></td><td>89</td><td>100</td><td></td></tr><tr><td>24-25 (P2)</td><td>76</td><td>90</td><td>86</td><td>+10</td></tr><tr><td>23-24 (P3)</td><td>63</td><td>67</td><td>70</td><td>+7</td></tr><tr><td>22-23 (P4)</td><td>50</td><td>50</td><td>67</td><td>+17</td></tr></table>					Numeracy	% of children achieving June 2025	% Projection June 2026	Actual % of children achieving June 2026	% Change from June 2025	25-26 (P1)		89	100		24-25 (P2)	76	90	86	+10	23-24 (P3)	63	67	70	+7	22-23 (P4)	50	50	67	+17
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22-23 (P4)	50	50	67	+17																										

	21-22 (P5)	74	81	83	+9												
	20-21 (P6)	72	76	88	+16												
	19-20 (P7)	43	67	71	+28												
Next Steps	Improve reading attainment in targeted stages																
	<table><tr><td>Cohort</td><td>25-26 On track</td><td>26-27 Projection on track</td></tr><tr><td>P4 (2023-2024)</td><td>65%</td><td>70%</td></tr><tr><td>P5 (2022-23)</td><td>71%</td><td>75%</td></tr></table>					Cohort	25-26 On track	26-27 Projection on track	P4 (2023-2024)	65%	70%	P5 (2022-23)	71%	75%			
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	P3 (2024-2025)	82%	86%														
	P4 (2023-2024)	61%	65%														
	P5 (2022-23)	67%	71%														
	Improve/Maintain children’s attainment in Listening and Talking at:																
	P1 Stretch aim 95%																
	P2 maintain at 95%																
	P4 from 78% to 84%																
	P5 from 88% to 92%																
P6 maintain at 93%																	
P7 from 88% to 92%																	
by June 2027.																	
Improve children’s attainment in numeracy at targeted stages																	

	Class	25-26 On track	26-27 Projection on track
	P4 (2023-2024)	70%	74%
	P5 (2022-23)	67%	71%

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> To continue increase the % of time that targeted learners are not significantly dysregulated in order to better engage with learning opportunities. All learners to experience inclusive learning environments. For the majority of our learners to experience teaching and learning about rights progressing to teaching and learning through rights – ethos and relationships Improve overall school attendance from 91.9% to 92.5% <table border="1"> <thead> <tr> <th>Cohort</th><th>Attendance 25-26</th><th>Attendance 25-26 Projection</th></tr> </thead> <tbody> <tr> <td>26-27(P1)</td><td></td><td>95%</td></tr> <tr> <td>25-26 (P2)</td><td>94.1%</td><td>95%</td></tr> <tr> <td>24-25 (P3)</td><td>95.1%</td><td>95.1%</td></tr> <tr> <td>23-24 (P4)</td><td>94.4%</td><td>95%</td></tr> <tr> <td>22-23 (P5)</td><td>91.4%</td><td>92%</td></tr> <tr> <td>21-22 (P6)</td><td>90.2%</td><td>91%</td></tr> <tr> <td>20-21 (P7)</td><td>90.6%</td><td>91%</td></tr> </tbody> </table>	Cohort	Attendance 25-26	Attendance 25-26 Projection	26-27(P1)		95%	25-26 (P2)	94.1%	95%	24-25 (P3)	95.1%	95.1%	23-24 (P4)	94.4%	95%	22-23 (P5)	91.4%	92%	21-22 (P6)	90.2%	91%	20-21 (P7)	90.6%	91%	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging For all learners to be supported by people who know them and their needs well and to help them feel fully included and important to our school. Rationale – 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.
Cohort	Attendance 25-26	Attendance 25-26 Projection																								
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Our Wellbeing and Belonging																										
Progress and Impact	To increase the % of time that targeted learners are not significantly dysregulated so that they can better engage with learning. We have continued to engage with the Relations and Behaviour CLPL framework by taking part in and implementing items from training led by the Educational Psychologist team. The HT has continued to attend Inclusive Leader Network and these have been central to continued developments linked to behaviour and attendance. This year two class teachers have used the authority regulation tracker with the aim of reducing periods of dysregulation. This has been highly successful with targeted pupils showing a significant decrease in number of periods of dysregulation and the severity of dysregulation.																									

We have also aimed to increase the percentage of children supported at a universal level with supports being put in place as children require at a level within the class.

	24-25	Projection 25-26	Actual 25-26
Supported at universal level	74%	76%	78%

All learners will experience inclusive learning environments.

This year we have to embed 'The Promise' making sure that new members of staff have accessed Level 1 and 2 training. We continue to monitor the attainment, achievements and attendance of our care experienced children and provided additional support as required to support our learners remain on track or move towards being on track. We have continued to use the EAC Contextualised framework to support decisions around the use of My Plans if required and have aimed to fully inform parents/carers in all these areas.

Let's not Just See How it Goes - As part of an authority wide process, our primary 1 teacher was involved in training ensuring an up to date understanding of autism. This highlighted that staff must understand that the school environment can be particularly difficult for autistic learners. The aim of this course, led by educational psychologists, was to help staff feel confident in creating the right physical and social environment to meet individual needs by staff becoming neuro-affirming practitioners as our pupils begin their journey at Mount Carmel Primary. We create safe spaces for all, where staff were aware of how to best support all our learners, and making the learning environment a calm and positive experience where communication, routine and strategies were at the heart of what we do. Inclusive language and strategies are in common use in the classroom, further embedding a whole school approach to becoming a neuro-affirming school. The whole school training of 'We Were Expecting You' was the follow-on programme, designed to embed our understanding and knowledge across the school and to become a neuro-affirming establishment.

Neuroaffirming practice

Progress

Progress this year (Year 4) in Whole School Approaches to Nurture -

- Classroom physical environment checklist created by nurture lead (linked to nurture principles and CIRCLE framework)
- Completion of classroom physical environment checklists by class teachers
- Completion of pupil classroom physical environment checklist with Pupil Council and HWB/Nurture group
- New Whole School Nurture policy
- 'We Were Expecting You' training delivered by Blake Kileen (Aug in-service and Oct in-service)
- Continuation of Talk with Me referral system for use between pupil and class teacher as well as check ins with nurture lead (weekly)
- Continuation of Nurture Champions Community Group (now HWB/Nurture Group) – developing a deeper understanding of nurture and neurodiversity
- Nurture development and changes as standing item on staff meeting agenda

- Completion of whole school neuro-affirming approach questionnaire to gauge understanding of Neurodiversity, considering current practice in our school including pupil awareness and our whole school vision to highlighting areas for development and learning opportunities.

Impact

Following 'We Were Expecting You' training at the beginning of this session, a classroom physical environment checklist was created to ensure that all learning spaces are safe, inclusive and meet the needs of our learners. Class teachers completed the checklist. The results from the checklist indicated that all classes have cosy/calm spaces to allow for regulation, all spaces have visual timetables as well as most have 'now and next' boards available for pupils who require this. Almost all class teachers agreed that belonging and relationships is evident through pupils work being represented on the walls, however, some stated that this can make working walls overwhelming for pupils. The majority of staff said they had a check in chart as well as referral forms visible and available for all pupils (P4-7). Information collated from classroom checklists was reviewed and shared with staff at a follow up collegiate meeting.

Following the class teacher's completion of classroom checklist, a pupil questionnaire based on classroom environment was created and completed with Pupil Council and HWB/Nurture Group during community time (meeting 4). The results from the questionnaire indicated that the majority of pupils feel their classroom environment is accessible with clear areas for different activities. Most pupils stated that they feel safe in their learning space. All pupils said they feel the addition of cosy/calm areas is important to them, stating "the variety of calm strategies, positive affirmations, books and fidget toys" along with "the forms to speak to the teacher about how you are feeling" help to create a calm learning environment. The majority of pupils spoke positively about the use of visual timetables stating they are used at start of the day and then reminders are given throughout the day. Pupils also said that they can "use it to look back on by yourself throughout the day, if anything changes the teacher will update and share with class". All pupils agreed that this helped to maintain a calm learning space.

A whole School neuro-affirming approach questionnaire was completed by all teaching staff to gauge overall understanding of neurodiversity, consider current practice in our school including pupil awareness and our whole school vision to highlight areas for development and learning opportunities. Following the completion of the questionnaire, the responses indicated that the majority of staff feel they have a growing understanding of neurodiversity in general, and most staff feel confident in identifying and supporting pupils who display characteristics of dyslexia. In addition to this, some staff feel reasonably confident in identifying characteristics of autism, ADHD and DCD. A significant number of staff expressed they feel less confident applying practical classroom strategies particularly in relation to supporting pupils with autism in the wider classroom setting, managing and supporting pupils with ADHD, adapting classroom environments and tasks for pupils with DCD and making effective sensory adaptations. The questionnaire highlighted that while awareness is developing, there is a need for more practical, classroom-based guidance and training.

% Attendance of pupils with ASN 24-25	% projection for attendance of pupils with ASN 25-26	% Actual attendance of pupils with ASN 25-26
89.7	94.7	85.6

Although this percentage has not improved as predicated, we are seeing more positive engagement from our children and noting a more regulated class and school environment. This will be a continued focus for next school session.

Parent Carer Surveys were completed in both November and March. In November 18 parent/carers completed this and in March this was completed by 70 parent/carers. This we feel provides a clearer view of parental perceptions of school developments.

I feel that my child is safe at Mount Carmel.					
	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know
Nov 2025	61%	39%	0%	0%	0%
May 2026	71%	26%	3%	0%	0%

I feel that the staff at Mount Carmel really know my child as an individual.					
	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know
Nov 2025	50%	50%	0%	0%	0%
May 2026	50%	46%	2%	0%	2%

The school supports my child's emotional wellbeing.					
	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know
Nov 2025	33%	61%	0%	0%	6%
May 2026	46%	50%	2%	0%	2%

I feel comfortable approaching the school with questions, suggestions and/or a problem.					
	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know
Nov 2025	50%	50%	0%	0%	0%
May 2026	56%	39%	0%	2%	3%

Mount Carmel encourages children to treat others with respect.					
	Strongly Agree	Agree	Disagree	Strongly disagree	Don't Know
Nov 2025	83%	17%	0%	0%	0%
May 2026	57%	37%	3%	0%	3%

The school deals with any bullying					
	Strongly Agree	Agree	Disagree	Strongly disagree	Never experienced
Nov 2025	33%	33%	0%	6%	28%

May 2026	29%	40%	4%	1%	26%
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Our pupils also shared their views via survey:

	The staff in Mount Carmel treat me fairly and with respect.				
	Agree	Disagree	Don't Know		
Jan 2026	91%	0%	9%		

	Other children treat me fairly and with respect.				
	Agree	Disagree	Don't Know		
Jan 2026	60%	10%	30%		

	My school helps me to understand and respect other people.				
	Agree	Disagree	Don't Know		
Jan 2026	95%	0%	5%		

	I feel comfortable approaching staff with questions or suggestions.				
	Agree	Disagree	Don't Know		
Jan 2026	71%	11%	18%		

	Other children behave well.				
	Agree	Disagree	Don't Know		
Jan 2026	35%	18%	47%		

From our RRS pupil questionnaire:

	My individual needs are supported so that I can join in at school.				
	★	★★	★★★	★★★★	★★★★★
May 2026	2%	7%	7%	21%	63%

GMWP questions linked to engagement show this level of change:

	I like being chosen to do things in school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	18%	70%
May 26	7%	15%	78%

	I work hard in this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	3%	17%	80%
May 26	6%	12%	82%

	I belong to this school/I feel important to this school		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	12%	17%	71%
May 26	9%	20%	71%

	I am proud of the work I do in this school/my work is good		
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10
May 25	10%	15%	75%
May 26	5%	22%	73%

For the majority of our learners to experience teaching and learning about rights progressing to teaching and learning through rights – ethos and relationships

As a school, we have embedded the principles of RRS and the majority of pupils, as well as parents and carers, know that we are an RRS school. Duty bearers make explicit links to children's rights as part of daily practice. All staff aware of the language to be utilised and encouraged. All classes have class charters which were created in collaboration with the pupils. Article of the Month is established, and activities are shared with teaching staff to complete with their class. RRS updates are shared with the wider community via Termly Class Curricular updates and monthly newsletters.

Pupils are talking more confidently about their rights. We have explored and continue to explore a range of rights to celebrate and improve child wellbeing through various activities such as Fun 31. We complete GWMP surveys termly and respond to findings appropriately. Pupil Council group, learning conversations with pupils and other focus groups involving children ensure pupils have a voice in leading school improvement. Other community groups also have worked to establish and campaign for global justice and sustainability through World Toilet Day, SCIAF/Missio fundraising events and International Day of Peace. Some pupils have exercised their rights to campaign for change and successfully managed to amend the lunch menu at a local level. Pupils are beginning to refer to their rights during disagreements and conflict resolutions. Duty bearers confidently reinforce rights of pupils during these times referring to the right not being met.

Our RRS Steering group have created a display board with information about their rights, and most rights holders know where this board is located. School policies have been amended to include links to relevant articles of UNCRC.

As a result of this progress, we were awarded our Bronze Award in February 2026.

	I know about my rights as a child.				
	★	★★	★★★	★★★★	★★★★★
May 2026	1%	1%	4%	16%	78%

	My school changes things when children express their views.				
	★	5★★	★★★	★★★★	★★★★★
May 2026	3%	3%	19%	34%	41%

	My school celebrates different backgrounds and cultures.				
	★	★★	★★★	★★★★	★★★★★
May 2026	1%	1%	11%	17%	70%

	I can make a difference to the rights of others in my local community.				
	★	★★	★★★	★★★★	★★★★★

May 2026	3%	5%	11%	21%	60%
	I can make a difference to the rights of others in the wider world.				
	★	★★	★★★	★★★★	★★★★★
May 2026	4%	5%	10%	25%	56%
	I have communicated about children's rights with another person outside school in the last 3 months.				
	★	★★	★★★	★★★★	★★★★★
May 2026	10%	6%	17%	16%	51%
	I think everyone should learn about rights.				
	★	★★	★★★	★★★★	★★★★★
May 2026	1%	2%	5%	10%	82%

Improve overall school attendance from 91% to 92%.

Cohort	Attendance 24-25	Attendance 25-26 Projection	Actual Attendance June 2026	change from 2024-2025
25-26 (P1)		93%	94.1%	
24-25 (P2)	92.9%	93%	95.1%	+2.2%
23-24 (P3)	92.4%	93%	94.4%	+2%
22-23 (P4)	90.6%	91%	91.4%	+0.8%
21-22 (P5)	92.6%	93%	90.2%	-2.4%
20-21 (P6)	90.8%	92%	90.6%	-0.2%
19-20 (P7)	89.0	90%	88.3%	-0.7%

This year we have fully implemented our Pupil Attendance Policy and continued to have regular PAR analysis reviews. During these reviews we have tracked and analysed the data for individuals, classes and the whole school regarding overall attendance, attendance coding, early collection and latecoming. We have considered possible interventions including increased use of breakfast club and attendance discussion with parent/carers. We completed an audit in January to ensure consistency in procedure.

At the start of the school year we created an infographic. We have shared this on our blog, app, monthly newsletter and provided copies when sending attendance letters to parents. It is also part of our school handbook.

As in previous years we have provided a Breakfast Club supported by our PEF, this year we also were granted a £9000 grant from Bright Starts and this is used to support our Breakfast Club staffing provision and resources. For families that would be entitled to a free school meal we provide this service at no cost.

The spaces provided at Breakfast Club are allocated in relation to our attendance stats as well as SIMD 1&2 pupils.

SIMD Attendance

SIMD Decile	Attendance 24-25	Attendance June 2026	Change from 2024-2025
1	88.3%	89.8%	+1.5%
2	92.3%	91.1%	-1.2%
3	90.8%	95.3%	+4.5%
4	91.1%	88.7%	-2.4%
5	90.9%	90.5%	-0.4%
6	96.4%	96.4%	=
7	98.3%	96.1%	-2.2%
8	91.8%	94.0%	+2.2%
9	94.0%	92.0%	-2.0%
10	94.8%	98.7%	+3.9%

Care Experienced Attendance

	Attendance 24-25	Attendance June 2026	Change from 2024-2025
Yes	89.7%	93.6%	+3.9%
No	91.9%	91.8%	-0.1%

We have linked with partner agencies to offer flexible learning for pupils and the feedback shows active engagement with this programme.

We have continued to link with partner agencies to support attendance this has included Homelearning, social work, Exchange, School Nurse, Children's First, EAC Play Therapy, YMCA and Young Carers. These agencies have supported individuals as well as their families to reduce barriers.

Next Steps	To continue increase the % of time that targeted learners are not significantly dysregulated in order to better engage with learning opportunities.		
	All learners to experience inclusive learning environments.		
	For the majority of our learners to experience teaching and learning about rights progressing to teaching and learning through rights – ethos and relationships		
	Improve overall school attendance from 91.9% to 92.5%		
	Cohort	Attendance 25-26	Attendance 25-26 Projection
	26-27 (P1)		95%
	25-26 (P2)	94.1%	95%
	24-25 (P3)	95.1%	95.1%
	23-24 (P4)	94.4%	95%
	22-23 (P5)	91.4%	92%
21-22 (P6)	90.2%	91%	
20-21 (P7)	90.6%	91%	

Improvement Priority
(Expressed as outcomes for learners)

Improvement Priority
(Expressed as outcomes for learners)

All children to experience quality learning and teaching.

Whole school attainment in June 2026 will have improved by:

	Primary 1% achieving at National Level or above				Primary 4 % achieving at National Level or above		
		2024-2025	2025-2026			2024-2025	2025-2026
	R	100	95		R	86	70
	W	89	90		W	86	70
	LT	100	95		LT	93	70
N	89	95	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				

Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

To improve the learning experiences for all pupils in order to raise attainment further and provide positive destinations for our learners.

Rationale- 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.

Our Attainment, Destinations and Achievements

Progress and Impact	All children to experience quality learning and teaching. This year we have continued to focus on providing quality learning and teaching experiences for our learners. The Head Teacher has taken part in an authority learning visit at a school and this has helped to recognise the consistency in the teaching that we are providing. A range of new items have been put in place to continue to support this and these have been detailed in other areas. Attendance at Learning Visits has also highlighted some minor changes to our Quality Assurance and this was also highlighted during our own school Learning Visit where the team noted some developments to be made to our self evaluation calendar. These have all been taken forward and developed over the course of this year and will provide a greater review of our whole school. We have continued to develop our use of Excellent Lesson – Mount Carmel Gold Standard and are seeing though observations greater consistency in approach. We have also used GMWP data to have a greater awareness of barriers to learning for all of our pupils. During term 2 each class teacher took part in a detailed review with the Acting DHT and have then put in place different items to support learners. This has been detailed in most forward plans. A further review in term 4 noted improvements for many of our learners and will be the basis for future inputs next term. Further conversations with our Attainment Advisor and Strategic leads have helped to drive forward the recognition of this in reading, writing, talking and listening and numeracy. We view that we have strong judgements of levels and have a range of evidence to support this. Assessment overview folders are being used in all classes and these are actively referred to by many of the teachers during tracking discussions. ACEL data has been discussed during CLPL sessions at the start of the year. All staff make use of our assessment calendar which is ensuring consistency and also make use of their own additional assessments as and when required. We have further developed the use of cohort tracker and many staff are actively engaging with this outwith tracking discussions. We have made focussed use of support in Primary 4 to help raise attainment and can see the positive impact of this from our original projections to the actual final levels achieved. We have the opportunity to moderate work and some teachers complete this as and when required. We have developed this further through items added this year for reading moderation which all class teachers completed with their classes. We have provided CLPL to all teaching staff on the use of GL Assessments and SNSA assessments and how to make more constructive use of the information this is providing. There has been quality conversations around the levels of these assessments and if we are providing our learners the degree of challenge that may be required. We have continued reinforce this during our tracking discussions and are seeing the impact of quality learning and teaching on attainment at an individual level and across the subjects. Continue to embed P1 Play pedagogy – Play has been at the heart of our primary 1 classroom for several years and continues to be adapted and embedded every year, as we respond to the needs of our learners. Learning through play has proved to have a smoother and developmentally appropriate transition from ECC to primary. By fostering an environment where active learning and hands on experiences shape the minds of our youngest pupils, this bridges the gap between nursery and the formal academic instruction that will follow in primary school. As play has further been embedded in our school, we have recognised that small adaptations were needed to maintain the success of play pedagogy, whilst developing confidence and focus necessary for primary 2. Our programme now consists of free flow play experiences where the opportunities are chosen by the child, and the purpose of the play is linked to individual preference and choice. However, by being adaptive and recognising there was a need for more structured play, from term 3
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onwards, the play has been structured and planned to meet particular experiences and outcomes and to improve transition to the more academic approaches that pupils will experience in primary 2.

This year we have provided focussed support in Primary 4 linked to reading and writing. This has taken place generally two days per week and additional time along with the National Improvement Framework writing programme has positively impacted on Primary 4 attainment with a greater percentage of children now on track for all areas of literacy.

We also provided raising attainment support across classes across the school and again this impacted positively with more children on track that originally projected in many of our classes.

Reading	% of children achieving June 2025	% Projection June 2026	Actual % of children achieving June 2026	% Change from June 2025
25-26 (P1)		84	84	
24-25 (P2)	100	82	82	-18
23-24 (P3)	68	67	65	-3
22-23 (P4)	39	35	67	+28
21-22 (P5)	86	84	80	-6
20-21 (P6)	75	72	84	+9
19-20 (P7)	61	62	71	+10

Writing	% of children achieving June 2025	% Projection June 2026	Actual % of children achieving June 2026	% Change from June 2025
25-26 (P1)		84	84	
24-25 (P2)	89	90	82	-7
23-24 (P3)	68	67	61	-7
22-23 (P4)	54	46	67	+13
21-22 (P5)	86	84	80	-6
20-21 (P6)	79	76	84	+5
19-20 (P7)	67	67	71	+4

Listening and Talking	% of children achieving June 2025	% Projection June 2026	Actual % of children achieving June 2026	% Change from June 2025
25-26 (P1)		89	100	

24-25 (P2)	100	95	95	-5
23-24 (P3)	82	75	78	-4
22-23 (P4)	86	77	88	+2
21-22 (P5)	93	90	93	=
20-21 (P6)	79	76	88	+9
19-20 (P7)	67	67	76	+9

Numeracy	% of children achieving June 2025	% Projection June 2026	Actual % of children achieving June 2026	% Change from June 2025
25-26 (P1)		89	100	
24-25 (P2)	89	90	86	-3
23-24 (P3)	68	67	70	+2
22-23 (P4)	57	50	67	+10
21-22 (P5)	82	81	83	+1
20-21 (P6)	79	76	88	+9
19-20 (P7)	50	67	71	+21

Learners wider achievements recognition will be developed and they will have an awareness of pathways that are open to them.

Wider achievements have received a greater level of focus this year. Parent/carers are invited to send details of wider achievements and these are celebrated together six times across the school year. We have also developed a tracking overview for this, although, it is not fully been in use across the year. We also discuss wider achievements at our tracking meetings and from this we consider children that would benefit from places at our afterschool clubs or we link them with other agencies that could support. We will increase our use of the wider achievement recording format over the coming year. We also celebrate wider achievements in our main foyer via a presentation on loop. This is commented on by our parent/carers and other visitors when they come to our school.

We promote awareness of pathways open to our pupils in the future by including Positive Destination as a focus within termly planning as is also included in our yearly overview. As detailed earlier this is also a focus for one of our community time groups with areas from this being shared across the school. This year we promoted this further by having a dedicated event in May where parents/carers were asked to share videos about their job, these were discussed in class as part of our World of Work Day. This also included a range of activities for classes to take part in to promote awareness of a range of future career possibilities.

Next Steps

All children to experience enriched learning opportunities and embed a culture of aspiration.

Whole school attainment in June 2027 will have improved by:

	Cohort 2025-26 (Primary 2)			Cohort 2024- 2025 (Primary 3)			Cohort 2023- 2024 (Primary 4)			Cohort 2022- 2023 (Primary 5)			Cohort 2021- 2024 (Primary 6)			Cohort 2020- 2021 (Primary 7)	
	2025-2026 % children on track 2026-27 % of children predicted to be on track			2025-2026 % children on track 2026-27 % of children predicted to be on track			2025-2026 % children on track 2026-27 % of children predicted to be on track			2025-2026 % children on track 2026-27 % of children predicted to be on track			2025-2026 % children on track 2026-27 % of children predicted to be on track			2025-2026 Number of children on track 2026-27 Number of children predicted to be on track	
	2025 2026	2026 2027		2025 2026	2026 2027		2025 2026	2026 2027		2025 2026	2026 2027		2025 2026	2026 2027		2025 2026	2026 2027
R	84	89	R	82	86	R	65	70	R	67	75	R	80	83	R	84	88
W	84	89	W	82	86	W	61	65	W	67	71	W	80	83	W	84	88
LT	100	100	LT	95	95	LT	78	78	LT	88	88	LT	93	93	LT	88	88
N	100	100	N	86	86	N	70	74	N	67	71	N	83	87	N	88	92

Pupil Equity Fund: Evaluation						
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.				
PEF used to enhance staffing to allow for development of key areas. Paula McIntyre (0.3 FTE- April – June 2025) Karen Duff (0.3FTE April-May 2025) Kirsty Campbell (0.4 FTE April, November/December 2025) Morgan-Lea Connel (0.2FTE Jan-March 2026) Increased staffing PSA hours – 27.5hrs (April 2025 – May 2026) Increased resources including literacy and numeracy. Increased technology (purchase of Chromebooks)	By using PEF to increase our staffing this has allowed Nurture to be provided by Alana Dunsmore until the end of June 2025, provision that had been supported by previous PEF year. 2025 -2026 Increased staffing across the year has allowed for raising attainment groups to be utilised in P1, P2, P3, P4 and P7 by Catriona Canning, Aisling Strachan and Fiona Livingston. These raising attainment groups have focussed on literacy and numeracy and have made use of new literacy/numeracy resources as well as chromebooks. PSA support has allowed for focussed support for individual pupils to be provided consistent regulation activities creating a more stable classroom learning environment.	Raising Attainment Groups positive impact on learners impacted by poverty				
		Primary 1				
			Reading	Writing	Listening and Talking	Literacy
		% of SIMD 1 and 2 children on track in August 2025	58.3	75	66%	58.3
		% of SIMD 1 and 2 children on track in June 2026	83.3	83.3%	100%	100
		Primary 2				
			Reading	Writing	Listening and Talking	Literacy
		% of SIMD 1 and 2 children on track in August 2025	81.8	81.8	81.8	81.8
		% of SIMD 1 and 2 children on track in June 2026	72.7	72.7	90.9	81.8
		Primary 3				
			Reading	Writing	Listening and Talking	Literacy
		% of SIMD 1 and 2 children	54.5	54.5	63.6	54.5

		on track in August 2025					
		% of SIMD 1 and 2 children on track in June 2026	54.5	45.5	63.6	45.5	54.5
		Primary 4					
			Reading	Writing	Listening and Talking	Literacy	Numeracy
		% of SIMD 1 and 2 children on track in August 2025	21.4	28.6	57.1	21.4	21.4
		% of SIMD 1 and 2 children on track in June 2026	50	50	71.4	50	42.9
		Primary 7					
			Reading	Writing	Listening and Talking	Literacy	Numeracy
		% of SIMD 1 and 2 children on track in August 2025	45.4	36.3	54.5	36.3	36.3
		% of SIMD 1 and 2 children on track in June 2026	54.5	54.5	63.6	54.5	54.5
Further purchase and use of GL Assessments	We have continued to develop our robust assessment process by increased use of GL Assessment data to support discussions at	Our data for achievement across this year highlights that a significant percentage of our pupils are on track across the core areas. The number on track has increased for many areas since the start of term. The use of GL Assessments has supported assessment of a level during this year.					

	tracking and monitoring reviews as well as support teacher judgement. These have been used in P3-7. This has allowed more focussed supports to be put in place for those children not achieving a level as well as those exceeding the level.	
Continuation of Breakfast Club Use of PEF for 2 PSAs – 30mins each per day Bright Start Grant was then awarded in September 2025 and PEF was no longer used to support our Breakfast Club	Priority places allocated to SIMD 1 and 2 pupils, LAAC as well as others adversely impacted by poverty. We also analyse data from the year previous in relation to attendance % and overall lates for the year. Once those children have been allocated and accepted spaces we then offer any additional spaces to the whole school community.	Attendance data – see charts included in Priority 3 – Our wellbeing and Belonging. These showcase the continuing improvement in attendance for pupils in SIMD 1 and 2.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	5
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
Please refer to our School Improvement Plan for 2026-2027 for our planned strategic approach to leading improvement at Mount Carmel Primary. Our Establishment self-evaluation scores provide a fair reflection of our progress at this time with staff fully involved in the self-evaluation and improvement process. Our Establishment will continue to improve as we focus on our four key priority areas. <u>Priority 1 – Our Leadership</u> Staff continue to align their Professional Review and Development with the school priorities. They are committed to ongoing learning and development; they attend professional learning opportunities and engage in professional reading to keep up to date with initiatives. Distributive leadership is promoted throughout the school with all staff having been involved in working parties and some individuals driving forward aspects of the improvement plan. This will continue to be developed with all teaching staff having clear leadership, including focused work towards achieving our Rights Respecting Schools award, our Eco Award and continued our Aspiring Principal Teacher Role. All pupils from P2-7 continue to be involved in Community Groups linked to areas for school development. They have had opportunities to share information with the wider community and lead key initiatives. Further opportunities for pupil leadership will continue to be developed. We will greatly increase how we gather views through both parent/carer and pupil surveys. We will continue to do this and reflect on the information provided. We will further develop our use of Learning Journals and give pupils more ownership of the content being posted, allowing them to recognise their successes and set individual targets. <u>Priority 2 – Teaching and Learning Together</u> We are continuing to focus on developing consistency in our approaches to teaching, learning and assessment. We will ensure that the 'Mount Carmel Gold Standard' is consistently adhered to and monitored as a focus within Quality Assurance. As a staff we are building robust assessment methodology and building on moderation tasks to support teacher judgement. We will continue to develop the effective use of data by all teaching staff to support learning, teaching and assessment, with a particular focus on appropriate interventions to raise attainment for targeted groups and individuals. We will continue to develop our approaches to Reading, writing and talking and listening. This year, we will work on developing a more coherent and consistent approach for our school. We will continue to develop our approaches to Numeracy developing a more consistent pedagogy. <u>Priority 3 – Our Wellbeing and Belonging</u> In our school we prioritise the physical, mental and emotional wellbeing of children, families and staff. We will work in partnership with our Educational Psychologist and consider how our environment can more fully support all of our children. We will increase our use of the Glasgow Motivation and Wellbeing Profile to track and monitor pupil perceptions of their wellbeing. Our whole school approaches to Nurture will continue to be embedded across the school.

We have made great strides in developing our own Attendance Policy, this year we will introduce the new standard circular for attendance and implement this to best effect for our families. Our approaches to tracking and monitoring and attendance will continue to provide a range of supportive measures including priority places for our Breakfast Club.

Priority 4 - Our Attainment, Destinations and Achievements

We will continue to make effective use of analysis and intelligence data to track attainment over time and parental and pupil surveys will be used to gather views, evidence impact and identify next steps. We will continue to focus on raising attainment and will target groups with a focus on literacy and numeracy. Staff provide quality feedback to learners with clear information on how to progress. We will continue to ensure this is consistent across the school.

Our children regularly represent the school in competitions, community events and EAC initiatives. We celebrate the wider achievements of pupils through monthly celebration assemblies and sharing of successes in school displays. We will continue to make use of our wider achievements tracker with a view to providing additional opportunities for learners at risk of missing out.

At Mount Carmel Primary School we pride ourselves on our family orientated ethos. All of our staff are committed to improvement in order for us to provide the best level of education and to work towards positive outcomes in the future.

