

East
Ayrshire
Council
Education
Service

Establishment:

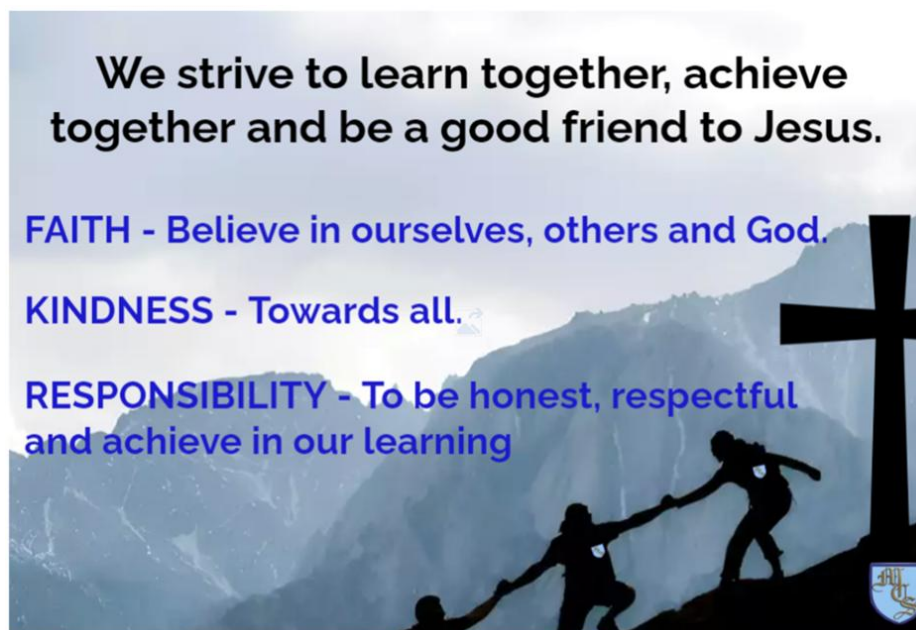
Mount Carmel Primary School



Establishment
Improvement
Plan
2026-2027

School Improvement Plan	Mount Carmel Primary School
Head Teacher	Andrea Fergusson
Date Submitted	

**School / Centre
Vision and Values**



During session 2023-2024 we reviewed our Vision and Values with the support of all involved with the school.

Our school vision is:

We strive to learn together, achieve together and be a good friend to Jesus.

Our Values are:

Faith Kindness Responsibility

Our philosophy is founded in the promotion of Gospel Values and based on equality of education.

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

Pupil and parental strategic involvement

For session 2026-2027, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
During the session pupil voice will be encouraged, listened to and acted upon through the following opportunities: • Pupil Council – Continued use of How Good is OUR school • Pupil Focus Groups – Discussions with pupils across all classes at least 4 times across the school year as detailed in our Quality Assurance calendar • Pupil Questionnaires – our children in P4-7 will have the opportunity to complete our school improvement 2 times during the school year. Children in P1-P7 will also complete our Health and Wellbeing questionnaire using GMWP. This will be completed 2 times during the year. Rights Respecting School questionnaires are completed two times across the year. • Leadership roles undertaken by pupils – House Captains and Vice Captains, P1 Buddies and P6 PATHS Playground buddies. Our children in P2-7 will take part in Community Groups including: - Pupil Council - Eco Committee - Health and Wellbeing/Nurture Group - Digital Champions - Reading Committee - Rights Respecting Schools Group - Positive Destinations Group - Friends of Jesus Group - Mount Carmel in the Community	During the session parent voice will be encouraged, listened to and acted upon through the following opportunities: • 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: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: • Growth • Wellbeing • Fairness • Sustainability Action areas 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all 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 - Continue to provide leadership opportunities at all levels.																																																													
Rationale - At Mount Carmel we aim to encourage leadership at all levels in order that (staff, pupils and families) feel that they have a meaningful voice in their learning and take an active role in the life of our school. This will support all to grow and learn together.																																																													
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		Select QI																																																				
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Outcomes for our learners		Our actions/Approaches/Interventions			PEF Tick row if it's PEF-related	Who Who will lead this work?	Measures		Review/milestones																																																				
- What do we want to improve/change? - Who is the target group? - By how much? - By when?		- What are we going to do? - How are we going to do it?					- How will we measure this? - What ongoing information will demonstrate progress? - What does "better" look like? - How will we recognise better when we see it?		- Monthly? - Termly? - On track to meet deadlines/targets?																																																				
Empower pupils and all staff to have a meaningful voice in their learning and take greater ownership of decisions linked to education.		- Every child in P2-7 to set personal targets linked to literacy, numeracy and health and wellbeing - Increase independent use of learner journals by pupils with them taking responsibility for choosing areas to share - Teaching staff will utilise personal projects to target pace and challenge P4-7 - Pupils contributing to school improvement discussions/evaluations during Pupil Focus Groups				P2-7 staff and pupils SLT	Target setting conversations GMWP questions for pupils – increase for the following areas: <table><tr><td></td><td colspan="3">I like being chosen to do things in school</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>7%</td><td>15%</td><td>78%</td></tr><tr><td>May 27</td><td>5%</td><td>12%</td><td>83%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td colspan="3">I belong to this school/I feel important to this school.</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>9%</td><td>20%</td><td>71%</td></tr><tr><td>May 27</td><td>7%</td><td>18%</td><td>75%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td colspan="3">I feel good about myself in school.</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>9%</td><td>19%</td><td>72%</td></tr></table>			I like being chosen to do things in school				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	7%	15%	78%	May 27	5%	12%	83%	Projection					I belong to this school/I feel important to this school.				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	9%	20%	71%	May 27	7%	18%	75%	Projection					I feel good about myself in school.				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	9%	19%	72%	Target setting discussions across the year GMWP - September and May
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	• All teaching staff to take on leadership roles linked to PRD/FACE and school improvement with social subjects and science now being supported • Continue to develop use of Aspiring Senior Leadership Team to drive school improvements • Embed school improvement via a clear self-evaluation calendar. Engage with all stakeholders linked to self evaluation and include this on yearly calendar		<table><tr><td>May 27 Projection</td><td>7%</td><td>17%</td><td>76%</td></tr></table> Pupils Focus Group PRD/FACE initial discussion and mid point review Collegiate feedback forms for session led by teaching staff for key areas Self evaluation 3 year cycle - calendar 2026 2027 Focus on evaluating HGIOS areas: <table><tr><td>HGIOS Area</td><td>Current</td><td>Projection</td></tr><tr><td>1.2 Leadership of Learning</td><td>5</td><td>5</td></tr><tr><td>1.3 Leadership of Change</td><td>5</td><td>5</td></tr><tr><td>2.2 Curriculum</td><td>4</td><td>5</td></tr><tr><td>2.3 Learning, teaching and assessment</td><td>4</td><td>5</td></tr><tr><td>2.5 Family Learning</td><td>4</td><td>4</td></tr><tr><td>2.7 Partnerships</td><td>4</td><td>5</td></tr><tr><td>3.1 Improving, wellbeing, equality and inclusion</td><td>5</td><td>5</td></tr><tr><td>3.2 Raising attainment and achievement</td><td>4</td><td>5</td></tr></table> Clear processes in place to monitor and evaluate impact of enquiries and interventions – staff to create baseline	May 27 Projection	7%	17%	76%	HGIOS Area	Current	Projection	1.2 Leadership of Learning	5	5	1.3 Leadership of Change	5	5	2.2 Curriculum	4	5	2.3 Learning, teaching and assessment	4	5	2.5 Family Learning	4	4	2.7 Partnerships	4	5	3.1 Improving, wellbeing, equality and inclusion	5	5	3.2 Raising attainment and achievement	4	5	Termly PRD - August and January FACE – September/October Ongoing Self evaluation detailed on QA calendar Ongoing
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Curriculum Improvement Cycle Learners and staff will support development of a curriculum which is relevant and reflects the needs of our learners.	Engage with national and local CLPL opportunities in relation to the Curriculum Improvement Cycle and Curriculum Innovation with a particular education group focus on RERC		Mrs McGahon	Presurvey Collegiate feedback forms Post CLPL survey	Sept 2026 Ongoing May 2026
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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 best suits the needs of our learners						
Rationale – Our observation last session linked to developing our Curriculum Rationale demonstrated 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	
HGIOS4 QIs:	2.3	2.2	2.4	Select QI	Select QI	Select QI
QF ELC:	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 • <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 • <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 • <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 • <i>monthly?</i> • <i>termly?</i> • <i>on track to meet deadlines/targets?</i>
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.	• CLPL for staff linked to use of collaborative tools, digital assessment approaches and the use of engaging digital resources. • CLPL for staff sharing of good practice • Peer visits to share good practice and develop greater consistency in the use of digital teaching and learning. • Digital lead to ensure all digital technology is in good working order		✓	Mrs Terras	Pre survey for staff Collegiate feedback forms Post CLPL survey	September 2026 Ongoing May 2027 Complete September and May

	and processes are in place to report technical issues, faults or damage promptly • Pupils to access digital technology daily to support teaching and learning across the curriculum • Pupils to be more confident and able in using digital technology to support learning across the curriculum			Pupil survey questions P5-7 <table><tr><th>Statement</th><th>2025-2026</th><th>Projection 2026-2027</th></tr><tr><td>Do you know what Digital Literacy means?</td><td>35%</td><td>40%</td></tr><tr><td>I can use an iPad/laptop confidently.</td><td>96%</td><td>96%</td></tr><tr><td>I can create documents, presentations or media using digital tools.</td><td>85%</td><td>87%</td></tr><tr><td>I can use digital tools to work with others.</td><td>93%</td><td>93%</td></tr><tr><td>I can solve problems using technology (coding, digital tasks, media).</td><td>87%</td><td>90%</td></tr></table> How often do you use digital tools in school? <table><tr><th></th><th>Every day</th><th>A few times a week</th><th>Once a week</th><th>Hardly ever</th></tr><tr><td>2025-2026</td><td>20%</td><td>69%</td><td>11%</td><td>0%</td></tr><tr><td>Projection 2026-2027</td><td>40%</td><td>50%</td><td>10%</td><td>0%</td></tr></table> P1-4 <table><tr><th colspan="6">I can use an iPad or computer on my own.</th></tr><tr><th></th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th><th>Level 5</th></tr><tr><td>2025-2026</td><td>9%</td><td>5%</td><td>13%</td><td>23%</td><td>50%</td></tr><tr><td>Projection 2026-2027</td><td>5%</td><td>5%</td><td>10%</td><td>25%</td><td>55%</td></tr></table> I can open apps and find what I need <table><tr><th></th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th><th>Level 5</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Statement	2025-2026	Projection 2026-2027	Do you know what Digital Literacy means?	35%	40%	I can use an iPad/laptop confidently.	96%	96%	I can create documents, presentations or media using digital tools.	85%	87%	I can use digital tools to work with others.	93%	93%	I can solve problems using technology (coding, digital tasks, media).	87%	90%		Every day	A few times a week	Once a week	Hardly ever	2025-2026	20%	69%	11%	0%	Projection 2026-2027	40%	50%	10%	0%	I can use an iPad or computer on my own.							Level 1	Level 2	Level 3	Level 4	Level 5	2025-2026	9%	5%	13%	23%	50%	Projection 2026-2027	5%	5%	10%	25%	55%		Level 1	Level 2	Level 3	Level 4	Level 5							September and May
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- Learners being able to talk with confidence about their digital technology experiences and how they have improved their learning
- Learners to share learning experiences with adults at home using Learning Journals

	Digital Lead to support the creation of our digital strategy			Creation of a digital strategy/policy	June 2026																				
Learners to experience consistent reading pedagogy across the school.	- Continuation of reading working group with a focused action plan on providing CLPL on reading pedagogy: - use of Bug Club and Dandelion Readers at start of term and across the year to support reading pedagogy. - Use of novel studies linked to IDL to support raising attainment - Use of reading for enjoyment across the school - Learners to be more confident using their reading skills to support learning - Learners will be able to talk with confidence about their reading experiences in class	✓	Mrs McCreadie and working party.	Presurvey Collegiate feedback forms Post survey Creation of a reading policy Most learners talking with confidence during Pupil Focus Group discussions – What does reading time look like in your class	September 2026 Ongoing May 2026 June 2026 Pupil Focus Groups as detailed in QA calendar																				
Learners to experience consistent handwriting pedagogy across the school.	Across the school – handwriting development - Improve letter formation and legibility of writing - CLPL sessions to be provided for whole staff linked to nelson handwriting programme - Implementation of handwriting policy across the school		Mrs MacKinnon	Staff evaluation of current confidence teaching handwriting <table border="1"><tr><th colspan="5">How confident do you feel about teaching the specific mechanics of handwriting?</th></tr><tr><th></th><th>Very</th><th>Somewhat</th><th>Neutral</th><th>Not confident</th></tr><tr><td>2025-2026</td><td>20%</td><td>70%</td><td>10%</td><td>0%</td></tr><tr><td>Projection 2026-2027</td><td>60%</td><td>40%</td><td>0%</td><td>0%</td></tr></table>	How confident do you feel about teaching the specific mechanics of handwriting?						Very	Somewhat	Neutral	Not confident	2025-2026	20%	70%	10%	0%	Projection 2026-2027	60%	40%	0%	0%	June 2026
How confident do you feel about teaching the specific mechanics of handwriting?																									
	Very	Somewhat	Neutral	Not confident																					
2025-2026	20%	70%	10%	0%																					
Projection 2026-2027	60%	40%	0%	0%																					

Our Wellbeing and Belonging: Improvement priority																											
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.																											
NIF key drivers:	School & ELC leadership		Curriculum & assessment		School & ELC improvement		Select driver																				
HGIOS4 QIs:	3.1	2.4	2.1	3.2	Select QI	Select QI																					
QF ELC:	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	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones																					
• what do we want to improve/change? • who is the target group? • by how much? • by when?	• what are we going to do? • how are we going to do it?		Tick row if it's PEF-related	Who will lead this work?	• how will we measure this? • what ongoing information will demonstrate progress? • what does "better" look like? • how will we recognise better when we see it?	• monthly? • termly? • on track to meet deadlines/targets?																					
All learners to experience inclusive learning environments.	• Continue to implement The Promise and increase the level of monitoring learning experiences for our care experienced young learners. • Use of GMWP data at individual, class and school level to support improved wellbeing of learners and identify potential barriers to learning.			All staff	Monitor attainment and achievements of our care experienced learners to support our learners to remain on track. Continued use of EAC Contextual Assessment for all care experienced learners. Increased engagement of learners as evidence via GMWP	Tracking meetings at least four times across the year. Completed three times across the year. Completed September and May																					
					<table><tr><td></td><td colspan="3">I like being chosen to do things in school</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>7%</td><td>15%</td><td>78%</td></tr><tr><td>May 27</td><td>5%</td><td>12%</td><td>83%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table>				I like being chosen to do things in school				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	7%	15%	78%	May 27	5%	12%	83%	Projection			
	I like being chosen to do things in school																										
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10																								
May 26	7%	15%	78%																								
May 27	5%	12%	83%																								
Projection																											

	- Further develop the whole school nurture policy and approach to inclusion: - Complete individual pupil classroom environment checklist (Whole school) - Adapt 'Talk with Me' referral forms to include lower school pupils - Targeted training opportunities focussed on Autism and ADHD and looking at practical strategies to provide adaptable approaches for everyday classroom use (NEST) - Targeted training opportunities focussed on DCD and looking at practical strategies to provide adaptable approaches for everyday classroom use		All staff	<table><tr><td></td><td colspan="3">I work hard in this school.</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>6%</td><td>12%</td><td>82%</td></tr><tr><td>May 27</td><td>5%</td><td>10%</td><td>85%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td colspan="3">I belong to this school/I feel important to this school.</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>9%</td><td>20%</td><td>71%</td></tr><tr><td>May 27</td><td>7%</td><td>18%</td><td>75%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td colspan="3">I am proud of the work I do in this school/my work is good.</td></tr><tr><td></td><td>Score of 1 - 4</td><td>Score of 5 - 7</td><td>Score of 8 - 10</td></tr><tr><td>May 26</td><td>5%</td><td>22%</td><td>73%</td></tr><tr><td>May 27</td><td>5%</td><td>20%</td><td>75%</td></tr><tr><td>Projection</td><td></td><td></td><td></td></tr></table> Evidence of neuroaffirming approaches being implemented through Child's Plans and TwtF discussions.		I work hard in this school.				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	6%	12%	82%	May 27	5%	10%	85%	Projection					I belong to this school/I feel important to this school.				Score of 1 - 4	Score of 5 - 7	Score of 8 - 10	May 26	9%	20%	71%	May 27	7%	18%	75%	Projection					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 26	5%	22%	73%	May 27	5%	20%	75%	Projection				Across the year Termly during classroom observations and learning walks.
	I work hard in this school.																																																																
	Score of 1 - 4	Score of 5 - 7	Score of 8 - 10																																																														
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Projection																																																																	

	Further engage with the Relationships and Behaviour CLPL Framework progressing staff along the informed-skilled-enhanced continuum.		All Staff	Regulation Tracker – reduced number of times of Dysregulation for targeted pupils in P5 and P6 Reduction in SHE reports for violence and aggression towards school staff. EAC Education Staged Intervention Model with maintained percentage of children supported at a universal level. <table><tr><td></td><td>25-26</td><td>Projection 26-27</td></tr><tr><td>Supported at universal level</td><td>78%</td><td>78%</td></tr></table>		25-26	Projection 26-27	Supported at universal level	78%	78%	Ongoing Ongoing Ongoing GMWP completed September and May
	25-26	Projection 26-27									
Supported at universal level	78%	78%									
For the majority of our learners to experience teaching and learning about rights progressing to teaching and learning through rights – ethos and relationships	- Continue to embed the UNCRC into learning. - Continue to embed children, young people and adults using the UNCRC to work for improved child wellbeing, school improvement, global justice and sustainable living. - Continue to embed actions and decisions affecting children being rooted in, reviewed and resolved through rights. - Continue to embed being empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.		Elio Bertoni to lead All staff to engage with	UNCRC Pupil Questionnaires Pupil Focus Groups – Most children talking with confidence about rights Silver Action Plan Rights incorporated into displays, assemblies and updates to policies Gaining Silver Award	September and May August onwards Ongoing Ongoing December 2026						
Improve overall school attendance from 91.9% to 92.5%	- Complete EAC Attendance Audit - Implement new EAC Standard Circular 5 for Attendance	✓	SLT, clerical	Track and analyse data every four weeks using EAC attendance tracker.	Every 4 weeks						

<table><tr><th>Cohort</th><th>Attendance 25-26</th><th>Attendance 25-26 Projection</th></tr><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></table> Increase attendance for pupils with ASN from 85.6% to 88%.	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%	• Embed use of SEEMiS attendance codes, ensuring consistency in use • Embed use of PAR analysis moving to 4 weekly reviews • Continue to track and analyse attendance data to identify patterns and trends • Continue to consider appropriate support for individual families to enable the improvement of attendance including use of breakfast club and support from partner agencies • Provide attendance information including overall Pupil Attendance in monthly newsletters • Continue to engage with flexible learning opportunities to ensure equitable access for all learners.	and PSAs	Audit consistency of procedure. Reduction in overall lates and increase in targeted individual and overall school attendance. Overall school attendance increasing from 91.9% to 92.5% Increased attendance for pupils in SIMD 1 and 2, care experienced children and those with low attendance or high level of latecoming. Increase attendance for pupils with ASN from 85.6% to 88%.	Ongoing Every 4 weeks Ongoing Every 4 weeks Ongoing
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%																										

Our Attainment, Destinations and Achievements: Improvement priority: To improve the learning experiences for all pupils in order to raise attainment further and provide positive destinations for our learners.																
Rationale- Attainment continues to improve across the school, in order to continue this process we should now focus on creating an ambitious culture for attainment and achievement.																
NIF key drivers:	Performance information		Curriculum & assessment		Parent/carers involvement & engagement		Select driver									
HGIOS4 QIs:	1.1	1.2	1.3	2.2	2.3	3.2										
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI									
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing											
Outcomes for our learners • what do we want to improve/change? • who is the target group? • by how much? • by when?		Our actions/Approaches/Interventions • what are we going to do? • how are we going to do it?		PEF Tick row if it's PEF-related	Who Who will lead this work?	Measures • how will we measure this? • what ongoing information will demonstrate progress? • what does “better” look like? • how will we recognise better when we see it?	Review/milestones • monthly? • termly? • on track to meet deadlines/targets?									
Improve writing attainment in targeted stages <table><tr><td>Class</td><td>25-26 On track</td><td>26-27 Projection on track</td></tr><tr><td>P3 (2024-2025)</td><td>82%</td><td>86%</td></tr><tr><td>P4 (2023-2024)</td><td>61%</td><td>65%</td></tr></table>		Class	25-26 On track	26-27 Projection on track	P3 (2024-2025)	82%	86%	P4 (2023-2024)	61%	65%	Primary 3 and Primary 4 • Continued participation at the CYPIC National Improving Writing (NIW) sessions • Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work • Staff will implement the ‘writing bundle’ (P3 and P4) • 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			Mrs McIntyre staff and SLT CYPIC National Improving Writing team EA leads	Pre and Post pupil questionnaires Regular teacher polls on impact of learning from the NIW programme. Pareto chart to identify focus for teaching inputs – baseline assessment AiFL approaches demonstrate ongoing assessment and provide feedback to learners. Professional dialogue with colleagues from other settings to	ACEL/progress and achievement tracking and monitoring data. Learner conversation across the year Classroom observation feedback
Class	25-26 On track	26-27 Projection on track														
P3 (2024-2025)	82%	86%														
P4 (2023-2024)	61%	65%														

	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. - 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		D. McMahon, L. Bull moderate planning, learning, teaching and assessment Pupils' ability to talk about their progress and next steps both individually and as a class. P3 increase of children on track using authority tracking and monitoring system. P4 increase of children on track using authority tracking and monitoring system. Pareto chart to identify focus for teaching inputs – baseline assessment AiFL approaches demonstrate on-going assessment and provide feedback to learners. Pupils' ability to talk about their progress and next steps both individually and as a class.	ACEL/progress and achievement tracking and monitoring data. Learner conversation across the year Classroom observation feedback																								
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%	- Self-evaluate using EA Listening & Talking Self-Evaluation toolkit to identify strengths and areas to develop. - Develop a shared understanding of what good listening is - Developing a shared understanding of assessment of listening and talking to inform teacher judgements:	✓	Mrs MacKinnon Pre and post staff questionnaires <table><tr><td colspan="6">I feel confident teaching listening and talking skills</td></tr><tr><td></td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td><td>Level 5</td></tr><tr><td>2025-2026</td><td>0%</td><td>0%</td><td>30%</td><td>50%</td><td>20%</td></tr><tr><td>Projection 2026-2027</td><td>0%</td><td>0%</td><td>20%</td><td>30%</td><td>50%</td></tr></table> Pre and Post pupil questionnaires	I feel confident teaching listening and talking skills							Level 1	Level 2	Level 3	Level 4	Level 5	2025-2026	0%	0%	30%	50%	20%	Projection 2026-2027	0%	0%	20%	30%	50%	June 2026 and May 2027
I feel confident teaching listening and talking skills																												
	Level 1	Level 2	Level 3	Level 4	Level 5																							
2025-2026	0%	0%	30%	50%	20%																							
Projection 2026-2027	0%	0%	20%	30%	50%																							

P7 from 88% to 92% by June 2027.	Identify strengths and next steps for learners. Professional discussion of which assessment tools to use to assess e.g. group discussion; solo talk; listening for information. Listening and Talking Assessment tools and rubrics			• 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus (e.g. Improving partner talk /group discussion skills) • environments; adult interactions. • Pupils’ ability to talk about their progress / next steps • Appropriate and effective collection of data to support increased pace and challenge.	October 2026 and May 2027 Ongoing See QA calendar Termly tracking and monitoring discussions									
Improve children’s attainment in numeracy at targeted stages <table><tr><td>Class</td><td>25-26 On track</td><td>26-27 Projection on track</td></tr><tr><td>P4 (2023-2024)</td><td>70%</td><td>74%</td></tr><tr><td>P5 (2022-23)</td><td>67%</td><td>71%</td></tr></table>	Class	25-26 On track	26-27 Projection on track	P4 (2023-2024)	70%	74%	P5 (2022-23)	67%	71%	• Staff evaluation for personal confidence in numeracy • CLPL for staff on Numeracy with a focus on high quality learning experiences • Sharing of good practice CLPL sessions • Opportunity to observe high quality teaching and learning recognising items to incorporate in future practice • 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	✓	Mrs Terras	Prequestionnaire for staff confidence Evaluation of CLPL sessions and next steps for individuals QA calendar to include observation of peers AiFL approaches demonstrate on-going assessment and provide feedback to learners. Pupils’ ability to talk about their progress / next steps Assessment Data and Evidence Assessment Data and Evidence Analysis of ACEL data in tracking tool showing improvement.	September Ongoing November Self-Evaluation, PRD, Classroom Observations and pupil voice set within QA and SE Calendar ACEL/progress and achievement tracking and monitoring data. Ongoing review of progress embedded
Class	25-26 On track	26-27 Projection on track												
P4 (2023-2024)	70%	74%												
P5 (2022-23)	67%	71%												

					within PL/TLC outline and collegiate time
Learners wider achievements recognition will be developed and they will have an awareness of pathways that are open to them.	• Improve recording of wider achievements and consider how to offer other opportunities • Positive Destination whole school event			Discussion of wider achievements at tracking and monitoring meetings. Pre and post survey for positive destinations	Four times across the year. September and May

2025-2026 end of session						2026-27 targets						2026-27 actual					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	84	84	100	84	100	P1	85	85	85	85	85	P1					
P2	82	82	95	82	86	P2	89	89	100	89	100	P2					
P3	65	61	78	61	70	P3	86	86	95	86	85	P3					
P4	71	67	88	67	67	P4	70	65	78	65	74	P4					
P5	80	80	93	80	83	P5	75	71	88	71	71	P5					
P6	84	84	88	84	88	P6	83	83	93	83	87	P6					
P7	71	71	76	71	71	P7	88	88	88	88	92	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	84							P1	84							P1	100							P1	100						
P2	100	82						P2	89	82						P2	100	95						P2	89	86					
P3	82	68	65					P3	68	68	61					P3	91	82	78					P3	77	68	70				
P4	72	65	39	71				P4	68	62	54	67				P4	88	77	86	88				P4	64	65	57	67			
P5	85	89	89	86	80			P5	85	82	89	86	80			P5	85	89	93	93	93			P5	89	82	86	82	83		
P6	62	-	76	77	75	84		P6	58	-	76	81	79	84		P6	62	-	84	85	79	88		P6	62	-	80	85	79	88	
P7	-	-	-	68	67	61	71	P7	-	-	-	68	67	67	71	P7	-	-	-	74	72	67	76	P7	-	-	-	63	61	50	71

Summary of Improvement Plan directly linking to Education Service Improvement Plan

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